



2016-2017

**The American Women's College
Academic Catalog**

Main Campus

588 Longmeadow Street
Longmeadow, Massachusetts 01106

Central Massachusetts Campus

One Picker Road, Sturbridge, Massachusetts 01507

Eastern Massachusetts Locations

The Guild for Human Services
521 Virginia Road, Concord, MA 01742

123 Cambridge Street, Burlington, MA 01803

Middlesex Community College
591 Springs Road, Bedford, MA 01730

Philip H. Ryan Health Science Center

One Denslow Road, East Longmeadow, Massachusetts 01028

The American Women's College

Springfield Administrative & System Support Offices
1350 Main Street, Suite 700, Springfield, Massachusetts 01105

www.baypath.edu

Disclaimer: All material in this catalog is presented in a good faith effort to inform current and prospective students and to comply with all state and federal laws. In order to respond to changes necessitated by external organizations and sound educational practices, the University may change course offerings, programs and policies without prior notice.

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BAY PATH UNIVERSITY PROFILE

Mission

A Bay Path University education empowers undergraduate women and graduate women and men to become leaders in their careers and communities with an innovative approach to learning that prepares students to flourish in a constantly changing world.

The Bay Path experience is nothing less than transformational. Our women-only undergraduate programs and our coeducational graduate programs are offered both on campus and online, providing a flexible, 21st Century education for learners at all stages of life and career. Bay Path students find a supportive and diverse community, close mentoring, and rigorous preparation for success in a complex and globally interdependent society. Students graduate with the applied knowledge, portable skillset, and confidence to thrive in their professions, identify and realize their dreams, and make a lasting difference in the world.

History of the University

When Bay Path University first opened its doors to students, there were typewriters and calculating machines in the classrooms. Today, we live in a world driven by iPads, mobile phones and laptops. Things may change, but throughout Bay Path's 100-year-old plus history, it has been true to its core promise – of providing innovative, career-focused educational programs that have evolved in response to the economic, cultural and technological influences of our time.

Founded in 1897 as the Bay Path Institute, Bay Path's first location was at the corner of State and Dwight Streets in downtown Springfield, MA. For decades, it experienced both educational and financial success, becoming one of the largest and most respected co-educational business schools in the region. Known for its accelerated 48-week format and strong education programs, particularly business management, accounting, teaching and finance, Bay Path's growth prompted a move in 1920 to a new site located at 100 Chestnut Street in Springfield, MA. There, it flourished for nearly 20 years increasing to 1200 students just prior to 1941.

History interceded with World War II, profoundly impacting Bay Path. All young, able-bodied men enlisted for the effort; meanwhile, young women were working on the factory floor to company offices in positions unimaginable before the war. The future would never be the same.

Noticing there was an opportunity to expand the role of women in business, Thomas Carr, a leading Springfield businessman, purchased Bay Path Institute in 1945. He made tremendous changes including: shifting Bay Path to all-women, changing the name to Bay Path Secretarial School for Women, and, most importantly, moving Bay Path to a new location in Longmeadow, MA. In 1949, it became Bay Path Junior College and was chartered by the Commonwealth of Massachusetts to award the Associate in Science degree. President Carr was instrumental in expanding the reputation of Bay Path by initiating nine major building or renovation projects and increasing the number of academic majors.

In 1968, President Thomas Carr stepped down from his leadership position. He was succeeded by President Douglas Perkins, who resigned after three years to pursue a position with the Federal Land Bank.

In September 1971, Dr. A. Randle Elliott became Bay Path's third president. Dr. Elliott was a scholar and dedicated to enhancing the academic reputation of Bay Path, as well as broadening the College's offerings to the community and non-traditional women.

The fourth president of Bay Path came from the ranks of the faculty. In 1979, Dr. Jeannette Wright took the helm and ushered in an era of profound change from reengineering the curriculum to petitioning the Commonwealth to allow Bay Path to award Bachelor's degrees. At that time, the name was officially changed to Bay Path College. Dr. Wright served for 15 years, until her untimely passing in 1994.

A search committee was convened and selected Dr. Carol A. Leary as the fifth president of Bay Path College. Under her leadership, Bay Path underwent momentous changes including: the launching of the annual Women's Leadership Conference (1995); the establishment of the One Day A Week Saturday program for adult women (1999); the founding of the graduate school which now has over 20 degrees and certificates (2000); significant campus building renovations (Blake Student Commons, Carr Hall, Elliott Hall, and Mills Theatre); the building of the Philip H. Ryan Health Science Center (2015); and the creation of the American Women's College Online (2014-2015), among others.

In addition, one of the most significant milestones in Bay Path's history was achieved: as of July 1, 2014 the name was changed to Bay Path University. This begins a new evolution in Bay Path's history, one that includes multiple campus sites, over 2500 students, and an online international presence that is broadening the reputation and solidifying the future of the University.

Profile

Bay Path University, an independent and not-for-profit institution, has a history of providing relevant education and quality degree programs that respond to the needs of the workplace and the demands of lifelong learning. The University offers degrees at four instructional locations and online. The main campus is located in Longmeadow, Massachusetts with other instructional locations in East Longmeadow, Sturbridge, Burlington, Bedford, and Concord, Massachusetts. The administrative offices for the American Women's College Online, which offers associate and baccalaureate degree programs for adult women students around the world, are located in Springfield, MA. The University enrolls more than 3,000 students in the undergraduate program for women and the Graduate College for men and women.

Bay Path University offers career focused and liberal arts degree programs in Biology, Business, Criminal Justice, Cybersecurity, Forensic Science, Health Services Administration, Leadership & Organizational Studies, Legal Studies, Liberal Studies, Medical Science, Neuroscience, Nursing, and Psychology with over 50 undergraduate majors and minors. The University offers the following graduate degrees: Master of Business Administration in Entrepreneurial Thinking and Innovative Practices; Master of Fine Arts in Creative Nonfiction; Master of Occupational Therapy; Master of Science in Accounting; Master of Science in Applied Data Science; Master of Science in Applied Laboratory Science & Operations; Master of Science in Communication; Master of Science in Clinical Mental Health Counseling; Master of Science in Communications and Information Management; Master of Science in Cybersecurity Management; Master of Science in Developmental Psychology; Master of Science in Education; Master of Science in Education in Curriculum and Instruction; Master of Science in Genetic Counseling; Master of Science in Higher Education Administration; Master of Science in Information Management; Master of Science in Leadership and Negotiation; Master of Science in Nonprofit Management and Philanthropy; Master of Science in Physician Assistant Studies; and Master of Science in Strategic

Fundraising and Philanthropy. Certificate programs for career enhancement and personal growth are also available in a variety of specific areas at both the graduate and undergraduate levels.

For more information about Bay Path University, visit "ABOUT US" at <http://www.baypath.edu/about/>

Bay Path University Thumbprint

The Bay Path University Thumbprint reflects the University mission and is designed to prompt student development as educated, empowered, ethical professionals who lead value-driven lives. The Thumbprint represents the most fundamental meanings associated with Bay Path's entire educational experience and is product of in-depth research, communal input, and clear and genuine institutional introspection.

Thumbprint Attributes	Supportive Values
Women Empowering	Embedded within the academic and student life of the Bay Path experience is a celebration of women – their stories, successes, struggles, immediate perceptions, and worldview. As an institution, we reflect all of these experiences and embrace them as our own.
Student Learning Committed	At Bay Path, we base our curricular and co-curricular experience on learning outcomes with our students need for success in our complex and global society. We continually monitor and assess, through the most effective means available, the progress our students make toward these outcomes and thereby ensure progressively more relevant and integrative learning.
Relevant to the Changing Workplace	Employers want workers who have the ability to learn how to learn and who have acquired skills relevant to a continually changing economy. Bay Path trains its graduates to answer the questions which we cannot yet envision, and thereby prepares them, not just for that first job, but for all the others that make up a successful career. As such, Bay Path values its role in developing the employable workforce of today and the workforce for tomorrow.
Student Focused and Transformative	Bay Path values the unique strengths, needs, intentions, passions, and potential of each student. By aligning these qualities with an educational experience delivered in small classes and by accessible and caring faculty, students are transformed into confident and capable leaders in their professions, families, and communities
Experiential and Hands-On	At Bay Path, we value learning that takes place outside the classroom. We provide numerous and interesting opportunities, including those involving research, for our students to apply their classroom learning to real work and important community challenges. Such opportunities foster self-discovery and career and life preparations.
Technologically Current and Modality Varied	Bay Path values the use of effective educational technology which enables us to offer the complete Bay Path University educational experience through a variety of modes, especially those involving hybrid of completely online models.
Globally and Aesthetically Appreciative	Bay Path values the intercultural diversity of our community, our nation, and the world. Our educational experience is encompassed by a multi-cultural perspective which enables our students to understand their place in the world and to be prepared for any future challenge. We recognize that the arts and academic travel opportunities are some of the most effective means to instill a sense of intercultural perception and we make those opportunities abundantly available in both our curricular and co-curricular experiences.
Rigorous and Integrated	At Bay Path, we expect our students to experience a rigorous and integrated learning environment. We value quantitative thinking and research and integrative learning, a process by which the skills a student masters in one course will be relevant to and augmented in another, all the way to graduation. Such integration enables our students to recognize the interdependence and progression of the learning process, its foundation in research, and prepares them to be lifelong learners.
Interdisciplinary and Ethically Aware	At Bay Path, we value the interconnectedness of academic disciplines. We know that important issues, especially those involving social and ethical dimensions, are best studied through the medium of interdisciplinary courses and approaches. We offer courses and approaches which enable our students to address and come to terms with these issues of both personal and professional ethics through a variety of perspectives.
Worthwhile Investment	At Bay Path, we understand that today's University student is confronted by tremendous pressures related to time, money, friends, and family. Yet we value our opportunity to provide an enriching environment which transports our students along a journey of self-realization and personal fulfillment. We make every possible effect to ensure that this journey is a success and well worth the investment.

Instructional Locations

Main Campus

**588 Longmeadow Street
Longmeadow, Massachusetts 01106**

Bay Path University includes the main campus in Longmeadow, Massachusetts, instructional locations in Sturbridge, Burlington, Bedford, and Concord, Massachusetts and the administrative offices of the American Women's College Online located in downtown Springfield, Massachusetts. The University also offers many of its programs online. The main administrative and academic offices are located on the Longmeadow Campus. Students who attend classes at any campus location are welcome to use the facilities of the main campus. Commencement for all campuses is held jointly each year in May.

Central Massachusetts Campus (CMC)

**One Picker Road
Sturbridge, Massachusetts 01566**

Bay Path University launched the Central Massachusetts Campus (CMC) in 2003. The campus is located on Route 20, east of Sturbridge near the Sturbridge/Charlton line. This Worcester county facility provides a state of the art learning experience and features spacious, well-equipped classrooms with wireless networked computers, high-speed internet access and professional presentation/audiovisual equipment. CMC provides students with all of the support services of the main campus including access to library services, administrative/academic deans, student financial services, and the Registrar's Office.

Eastern Massachusetts Campus (EMC)

**123 Cambridge Street
Burlington, MA 01803**

In 2007, Bay Path University established the Eastern Massachusetts Campus (EMC) in Burlington through a partnership with Burlington High School. Students, staff, and faculty use dedicated offices within the high school, as well as shared classrooms, computer labs, and science classrooms within the facility. The EMC provides students with all of the support services of the main campus including access to library services, administrative/academic deans, student financial services, and the Registrar's Office.

Graduate Programs in Education and Psychology

**The Guild for Human Services
521 Virginia Road
Concord, MA 01742**

Beginning on January 2, 2017, graduate programs in Education and Psychology will be located in a new facility in Concord, MA, which includes office and student support spaces.

One Day A Week Programs

**Middlesex Community College
591 Springs Road
Bedford, MA 01730**

Beginning November 5, the One Day A Week programs will be held at Middlesex Community College in Bedford, MA. Facilities include classrooms and access to the MCC computer lab, cafeteria and campus center.

Philip H. Ryan Health Science Center
One Denslow Road
East Longmeadow, Massachusetts 01028

Bay Path University's state-of-the-art Philip H. Ryan Health Science Center opened in 2015 and sits on 11 acres in East Longmeadow. The 58,000 square foot building houses graduate programs in occupational therapy, physician assistant studies, education, and psychology.

The American Women's College Online
Springfield Administrative & System Support Offices
1350 Main Street, Suite 700
Springfield, Massachusetts 01105

The Springfield, MA, location houses the administrative and system-wide support offices for the American Women's College Online and the One Day A Week program comprised of: student and career services, technical/analytic and online support, academic program directors, frontline student financial services, and admissions.

Use of the Academic Catalog

The information and policies contained in the Catalog describe in more detail the expectations for respectful behavior in and beyond the classroom. This information also describes your rights and responsibilities while at Bay Path. Rights and responsibilities are inseparable; you cannot have one without the other. Please take time to ensure you understand your rights as a member of the Bay Path University community *and* your responsibilities. This understanding is important to your success while here and once you graduate.

Changes to Published Information

While every effort is made to ensure the accuracy of the information provided in the *Catalog* as of its publication date in August 2016, it must be understood that Bay Path University reserves the right to make changes at any time, without prior notice, to programs, policies and regulations, procedures, fees and charges, and other information that is described in this *Catalog* or on any page that resides under the DNS registration of *baypath.edu*.

Bay Path University provides its website, *Student Guidebook*, *Catalog*, handbooks, and any other printed materials or electronic media for general guidance. Individuals assume any risks associated with relying upon such information without checking other credible sources such as the student's faculty advisor, the Vice Provost & Chief Educational Compliance Officer or Dean of the student's School or Division, the Assistant Dean of Students, or the Registrar. In addition, a student's or prospective student's reliance upon information contained within these sources when making academic decisions does not constitute, and should not be construed as, a contract with the University.

ACADEMIC CALENDAR

Fall 2016	
September 5	University Closed - Labor Day
September 15	Session 1 Classes Begin (Online)
September 17	Session 1 Classes Begin (On-Ground)
October 10	University Closed - Columbus Day
October 22	Last Day of Classes for Session 1
November 3	Session 2 Classes Begin (Online)
November 5	Session 2 Classes Begin (On-Ground)
November 23	University Closes at Noon for Thanksgiving Break
November 24-27	University Closed - Thanksgiving Break
November 26	Thanksgiving Break - No Classes
December 17	Last Day of Classes for Session 2
December 24-Jan 1	University Closed - Winter Recess
January 5	Session 3 Classes Begin (Online)
January 7	Session 3 Classes Begin (On-Ground)
January 16	No Classes - Martin Luther King Day
February 11	Last Day of Classes for Session 3
Spring 2017	
February 23	Session 4 Classes Begin (Online)
February 25	Session 4 Classes Begin (On-Ground)
April 1	Last Day of Classes for Session 4
April 20	Session 5 Classes Begin (Online)
April 22	Session 5 Classes Begin (On-Ground)
May 21	Commencement
May 27	Memorial Day Break – No Classes
May 29	University Closed – Memorial Day Holiday
June 3	Last Day of Classes for Session 5
June 15	Session 6 Classes Begin (Online)
June 17	Session 6 Classes Begin (On-Ground)
July 1	Independence Day Break – No Classes
July 4	University Closed – Independence Day
July 29	Last Day of Classes for Session 6

ACCREDITATION

New England Association of Schools and Colleges, Inc. (NEASC) and Massachusetts Department of Education Contact Information



Bay Path University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. In addition, Bay Path University programs are approved by the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514; 781-425-7700; e-mail: cihe@neasc.org. Massachusetts Department of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108; 617-994-6950; www.mass.edu.

Distance Learning Complaint Process for Out of State Students

While attending Bay Path University, Bay Path students residing outside of the Commonwealth of Massachusetts, who desire to resolve a grievance should first follow the University's student grievance procedure; however if a grievance cannot be resolved internally, a grievance may be filed in the student's state of residence. State contact information can be found by opening the link below.

State Contact Information: <http://www.sheeo.org/node/434>

ABA Approval

Bay Path's legal programs at the associate and baccalaureate degree levels, as well as the certificate of advanced paralegal studies, are approved by the American Bar Association. The Washington D.C. office is located at 740 15th Street, N.W. Washington, DC 20005. The phone number is 202-662-1000.

ACOTE and AOTA Approval

Bay Path's occupational therapy programs at the baccalaureate and Master's degree levels are approved by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

Accreditation Council for Occupational Therapy Education (ACOTE)

The Master of Science of Advanced Practice Occupational Therapy and the Master of Occupational Therapy are part of the Graduate School at Bay Path University. The entry-Level Occupational Therapy Program has been granted accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. The phone number is 301-652-AOTA.

Review Commission on Education for the Physician Assistant (ARC-PA)

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Bay Path University Physician Assistant**

Program sponsored by Bay Path University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2025**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Department of Elementary and Secondary Education Approval

Bay Path's education programs at the baccalaureate and Master's levels are approved by the Massachusetts Department of Elementary and Secondary Education. The Massachusetts Board of Elementary and Secondary Education is located at 75 Pleasant Street, Malden, MA 02148. The phone number is 781-338-3000.

Memberships:

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

THE AMERICAN WOMEN'S COLLEGE OVERVIEW

Embracing the mission of Bay Path University, The American Women's College (TAWC) empower women to achieve success in college, careers, and life. Our on-campus and online accelerated degree completion programs allow diverse women to build on their strengths and seize opportunities for personal, professional, and financial growth. Courses provide students with a rich, dynamic, relevant, and engaging learning environment online and on-campus.

Joining together, students, faculty, staff, and communities are engaged in an interdisciplinary learning environment that fosters connections, collaborations, and relationships to support students' success. We are also career-focused and results-oriented. Adults who learn through AWC programs are capable of being resourceful contributors to our increasingly interdependent world.

Teaching and Learning Philosophy

Education is a lifelong journey. Faculty who teach in The American Women's College are scholars and practitioners who value the aspirations, experience, and knowledge that adult learners bring to the classroom. Faculty also respect diverse learning styles and expect students to be active learners who are responsible for their own learning. Learning in and out of the classroom, online or face-to-face, includes self-directed learning assignments, experiential learning, research projects, discussions, team assignments, films, critical thinking, creative thinking, writing, presentations, lectures, research, guest speakers, community service, and other activities. Every course has a clear set of learning objectives and measurable outcomes. Assignments are carefully designed to provide students with feedback, advance students' learning goals, and recognize their achievements.

We strive to design and deliver quality teaching and learning within TAWC programs so that students can achieve their goals. As experienced adults with diverse worldviews and perspectives, students learn from each other, as well as from the faculty who serve as facilitators, content experts, and leaders. We value class attendance, engagement, respectful relationships, collaboration, and performance throughout the teaching and learning process. We appreciate and welcome student and faculty feedback about courses, instruction, and administrative practices. We believe that AWC students and faculty deserve the best we have to offer!

One Day A Week Program

The One Day A Week Program is an undergraduate accelerated degree completion program for adult women, with classes offered one day a week on Saturdays. The program is designed to give adult learners opportunities to develop their knowledge, skills, and appreciation for a range of subject areas with a focus on leadership, technology, and communication.

Our associate degree programs are available to students interested in completing introductory courses for a college degree. Baccalaureate degree programs offer students more in-depth professional knowledge and skills along with a broad based liberal arts foundation that combines the theory and practice necessary for understanding self, others, and our world. Students completing the program will be exposed to the humanities, sciences, quantitative reasoning,

citizenship, healthy living, and more. In addition to required courses, students have the opportunity to choose elective courses that match their needs and interests.

Our One Day curriculum allows students to map out their educational and career journey by customizing a course of study with a choice of majors, minors, and selected concentrations and certificates. Students can earn an Associate in Arts, Associate in Science, Bachelor of Science, or Bachelor of Arts degree depending on the selected major.

Courses in the One Day College are offered through different formats including on campus, blended, and online learning. Our Fall and Spring semesters are each comprised of three (3) six-week sessions. Students have the flexibility to design a course schedule that meets their needs. Classes include accommodations for diverse learning styles, needs, and goals. Depending on transfer credits, students with 90 credits can complete the One Day Program with 10 courses in 11 months.

Online Programs

Our online programs are distinctively designed for busy women on the go. Students can earn degrees completely online in one of the following programs:

- Associate in Arts in Liberal Studies
- Associate in Science in Business
- Bachelor of Arts in Leadership and Organizational Studies (various majors)
- Bachelor of Arts in Liberal Studies (various majors)
- Bachelor of Arts in Psychology (various majors)
- Bachelor of Science in Business (various majors)
- Bachelor of Science in Criminal Justice (various majors)
- Bachelor of Science in Cybersecurity
- Bachelor of Science in Health Services Administration (various majors)
- Bachelor of Science in Nursing (RN to BSN Program)

Our online degree programs are designed to help students customize a career path that fits their skills, interests, and personality. Students' courses of study involve online classroom discussions, career and experiential learning labs, assignments, and self-directed projects so they can immediately apply what they are learning in their living, learning, and working environments.

We understand that adult students have had valuable experiences that may be comparable to college level courses. Our Prior Learning Assessment program can assist students with gaining college credits for what they have already learned as an adult woman with a lifetime of experiences. Online courses are offered as six (6) week courses with a pre-course assignment due the first Thursday of a session.

ADMISSIONS

Bay Path University admits students of diverse backgrounds, interests and talents whose academic and personal qualities predict growth and success. Students are identified on the basis of academic record, aptitude and motivation to successfully complete a selected program of study. A student's record of achievement in school is the most reliable indicator of University success. The University also places strong emphasis on personal qualities, leadership skills, and school/community services and activities.

Bay Path University offers a variety of admission options which are tailored to meet the individual needs of traditional and continuing education students. The undergraduate academic programs lead to the following degrees: Associate in Arts, Associate in Science, Bachelor of Arts and Bachelor of Science. Various certificate programs and non-credit options are also available.

The University understands that choosing the right institution may require more time for some students than others, therefore, Bay Path offers "rolling admissions" which allows students to apply when they are ready, as long as space is available. When planning to apply for financial aid and scholarships, students should plan to submit a completed application as early as possible. Students are generally notified of an admission decision within two weeks of receipt of their completed application.

To achieve its mission of educating students to become leaders in their careers and communities, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Sexual Misconduct and Anti-Harassment/ Anti-Discrimination Policies. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran's status, gender identity, genetic testing or information.

Students applying to TAWC programs are admitted on the basis of academic record, aptitude, and motivation to successfully complete a selected program of study through an accelerated format. Our programs are generally designed for adult women age 24 or over. The University places strong emphasis on personal qualities, leadership skills, and previous life and professional experience.

In addition to a campus visit and the University literature, information is available electronically at www.baypath.edu/admissions-aid. The TAWC Admissions Office can be contacted at: Telephone: 413-342-0122; Fax: 413-565-1082; E-mail: admissions@baypath.edu

Application Requirements

Students 24 years of age or older are admitted to TAWC on a "rolling" basis as long as space is available. Applications are accepted on an on-going basis, with six enrollment periods available each year. Admissions requirements for all students include the following:

- Completed Application;
- College Transcripts for all accredited schools previously attended;

- High School Diploma or GED (only if the student has not earned at least 12.00 credits at another accredited college or university);
- Students with less than 12.00 transferrable credits will need to submit a written essay answering the question: “Why have you chosen this specific major and Bay Path University to earn your degree?”;
- Phone or in-person interview; and
- The Admissions Department reserves the right to request additional documentation.

Additional Admissions Requirements for Applicants to the BS in Health Services or BSN Program

1. For acceptance into the Bachelor of Science in Health Service Administration program, and the majors in Health Science and Health and Wellness, students must be currently working in the field, or have the approval of the Program Director.
2. For acceptance into the Bachelor of Science in Nursing Program, students must also meet the following admissions requirements:
 - a. Registered nurse training and education from a nursing program accredited by the Commission of Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing (NLN)
 - b. Minimum GPA of 2.7
 - c. Currently licensed and in good standing as a registered nurse in the United States
 - d. Criminal background check from the student’s state of residence with no criminal report prior to or during the program
 - e. Basic cardiac life support for the health care provider
 - f. Admissions essay that describes your vision regarding the personal and professional advantages of achieving a Bachelor of Science degree in Nursing
 - g. Two letters of professional recommendation

Application Process

Applications for admission are available online. Official transcripts should be submitted to Bay Path University, Attn: Admissions, 1350 Main Street, 7th Floor, Springfield, MA 01103.

Students are generally notified of an admissions decision within 48 hours after receipt of all application requirements.

International Students

In addition to the standard admissions requirements outlined above, all applicants from outside of the United States must submit the following documentation:

- Translated copy of secondary school transcript by WES, AACRAO, or another similar organization
- TOEFL or IELTS scores (A TOEFL score of 76 and an IELTS score of 5.5 are preferred)
- Two letters of recommendation
- Short essay in English on “Why have you chosen this specific major and Bay Path University to earn your degree?”
- Confirmation of finances to cover tuition

Conditional Acceptance

A limited number of conditional acceptances are available to students who do not meet the minimum requirements, but have demonstrated the potential for success at Bay Path University as determined by the Admissions Committee. Students who have been admitted conditionally may be required to take a reduced course load and provide additional documentation. The student, under the guidance of her academic adviser, is responsible for tracking her progress against the conditions of her acceptance. When the student achieves these conditions, the academic adviser will re-evaluate the student's academic status and seek approval from the Deputy Chief Learning Officer to remove the conditional status.

Intent to Enroll

Students who are accepted into The American Women's College programs and who intend to enroll in classes must submit the "intent to enroll form" to reserve their place in class. The form requires students to choose the session with which they intend to begin taking classes with the college. Students who do not start in the session they originally chose must complete the Enrollment Status Form or be subject to the institutions attendance and refund policies.

Deferred Admission

Once accepted to the University, students may defer enrollment for a maximum of one calendar year. Students should email their admissions counselor to request a deferral. After one year, students must reapply for acceptance through the Admissions Office.

Admissions Appeal

Applicants may appeal an admission decision by submitting a written appeal letter within 14 days to:

Deputy Chief Learning Officer
Bay Path University
1350 Main Street, 7th Floor
Springfield, MA 01103

Appeal letters must include documentation to support the reasons for the appeal. The Deputy Chief Learning Officer is the last resort for the admissions appeal process.

Transferring between Undergraduate/Traditional and The American Women's College of Bay Path University

- Bay Path University's Residential College format is primarily 15-week courses offered in two traditional semesters between September and May. This format is designed for those individuals who can participate in activities during the day and throughout the week on the main campus in Longmeadow, MA.
- The American Women's College (TAWC) format is exclusively 6-week courses offered in two accelerated 18-week semesters between September and July. This format is designed for adult working women who cannot attend the traditional format, but can attend on Saturdays or online.

Because of life changes, current students in either program may wish to move to a different format. For students to transfer from one format to another, they must:

- Be in good academic standing and have a 2.0 CGPA;
- Must attend TAWC orientation prior to the start of classes;

- Complete the Division Change Form;
- Meet with and gain approval signatures on the program transfer form from the following:
 - Their current advisor;
 - The Registrar's Office (confirming academic standing);
 - Student Financial Services; and
 - Either the new advisor or Campus Director assigned at AWC.

Placement Tests

Students may be tested for competencies in English and Mathematics during the admissions process. The results of these tests may be used to help students and advisors plan a course of study that meets students' learning needs.

Transfer Credits

Students with transfer credits must submit official transcripts from all accredited colleges or universities attended. Students will receive a preliminary review of the credits likely to be accepted as transfer credits. To be accepted toward degree requirements, transfer credits must be for courses greater than 100 level and grades earned must be C- or above. The Registrar's Office makes the final decision about transfer credits after students have been accepted and registered for courses.

Articulation Agreements

Bay Path University has entered into admissions agreements with numerous colleges in the area. The agreements allow students to transfer in credits taken at the community college and are recognized as transferable by the agreement. Articulation agreements are currently held with Asnuntuck Community College, Berkshire Community College, Bunker Hill Community College, Dean College, Greenfield Community College, Holyoke Community College, MassBay Community College and Manchester Community College. More information is available at: <http://www.baypath.edu/undergraduate-experience/admissions/transfer-students/articulation-agreements>

Immunization Requirements for TAWC Students

All students admitted to the One Day program are required to sign a Health Immunization Agreement Form as part of the admissions process. This form outlines the Commonwealth of Massachusetts immunization requirements for college students and the options that students may choose to meet these requirements. By signing this form, students agree to complete the required immunizations and/or provide documentation that they have done so prior to beginning classes at Bay Path University. The signed form is maintained in the student's permanent health file.

Required immunizations are for tetanus, measles, mumps, rubella (MMR), and Hepatitis B. Students may complete the immunizations through their own physician or clinic, or through the University's health services. Many of these vaccines are given in a series of injections over time; therefore, One Day program students must at a minimum complete the following by the Friday before their first Saturday class:

- Tetanus Booster;
- First MMR;
- First Hepatitis B; and

- Either a signed waiver or a dose of meningococcal vaccine (The waiver states that the student has been informed and declined to receive the vaccine.)

Failure to submit required documentation for immunizations will result in students being automatically withdrawn from course registrations after the first six week session.

Immunization Requirements for Online Students

Students entering programs offered completely online and who sign an agreement that they will not attend ground courses or on campus events are not required to complete the Immunization Requirements.

Reinstatement, Re-Entry and Re-Admittance Policy

Whenever continuous enrollment has been interrupted, students must initiate formal contact with the University to request reinstatement, re-entry and/or re-admittance. Students must be in good financial standing with the University to be eligible to return. Students are subject to all rules, regulations and academic requirements effective at the time of reinstatement, re-entry or re-admittance.

Observing the following options will result in the most efficient review and timely decision.

Reinstatement after Academic Dismissal

Reinstatement applies to students who were dismissed or suspended from Bay Path University for academic reasons. Not all students are eligible for reinstatement based upon program requirements. Students should first contact the Registrar's Office regarding eligibility for reinstatement.

To be considered for reinstatement, the student must submit a letter of appeal to the Deputy Chief Learning Officer (TAWC) at least 30 days prior to the term begin date that:

- Explains the reason for dismissal and the reason for requesting reinstatement;
- Briefly lists the issues that caused the student to be academically dismissed and that might challenge the student's success in college classes today;
- Describes in detail the support systems and strategies the student has put into place and intends to use to address each of these issues; and
- Supplies any additional documentation upon request.

Appeals are facilitated by the Deputy Chief Learning Officer (TAWC). If more than 12 months have elapsed since last enrollment, a student must also apply for re-entry to the University through the Office of Admissions as stated below in the Re-Entry and Re-Admittance policy.

Students whose appeals are successful must meet with an advisor and complete an academic success plan approved by the Campus Director before they will be reinstated. Reinstated students will return on an academic and financial aid probation enrollment status.

Re-Entry and Re-Admittance Students

U.S. students who have been absent from Bay Path University for fewer than 12 months and were not dismissed may re-enter by submitting Enrollment Status Form to the Office of the Registrar requesting a return. If more than 12 months have elapsed since last enrollment, a U.S. student must apply for re-admittance to the University through the Office of Admissions. All international students must apply for re-admittance through the Office of Admissions regardless of the time away from the University.

Official transcripts of any academic work attempted or completed since leaving the University must be submitted prior to the beginning of classes in the semester in which a student would like to register. Depending on the academic program intended and the nature of the academic standing at the time of last enrollment, the student may need to provide evidence of the GPA for any coursework taken in the interim. Graduate coursework will not transfer.

For re-entry generally, a request to return to Bay Path will be received by the Registrar's Office or the Office of Admissions and will be considered by the Registrar in consultation with the Deputy Chief Learning Officer if the student:

- desires to change academic program or major;
- has a previous Bay Path University undergraduate cumulative grade point average below 2.0 or graduate cumulative grade point average below 3.00;
- did not meet satisfactory academic progress standards or was otherwise not in good academic standing; or
- since leaving Bay Path, has completed additional college study with a grade point average of below 2.0.

The student's academic record will be reviewed by the Registrar's Office at the point of inquiry. The academic standing of students upon their departure from the University will be in effect upon their re-entry or re-admittance to the University. Students on academic warning must develop an electronic learning plan with her advisor prior to reinstatement.

Changing Catalog Years

Undergraduate and graduate students are subject to requirements based on a particular catalog, referred to as the student's "catalog year." The catalog year is determined for new students as the catalog in effect at the time of their initial enrollment in courses at Bay Path, provided there is no break of more than 12 months in enrollment. The student's catalog year determines both the major and general education requirements for degree completion; therefore, students who are reinstated to Bay Path after leaving in poor standing will be placed on the catalog in effect when they return.

FINANCIAL INFORMATION

Tuition and Fees for The American Women's College

The tuition and fees for the 2016-2017 academic year are:

Tuition (per credit)	\$400
Military Tuition	\$350
Challenge Exam Sitting Fee	\$50 per exam
Challenge Exam Fee (to transcribe credits)	\$170
Prior Learning Assessment Fee	\$400 per 1-4 credit claim/each
Lost Campus Card Replacement Fee	\$10
Returned Check Fee	\$25
Course Lab Fees (vary by course)	Refer to course description for amount
Transcript Fee	\$5-10

Course Lab Fees

Course lab fees may be assessed to designated courses as referred to in this Catalog.

Miscellaneous Fees

The most common miscellaneous fees applying to students are: a course drop fee of \$10 for each course dropped after the designated add/drop period; a challenge exam sitting fee of \$50 (for a three-credit course); and a challenge exam fee to purchase credits of \$170 (for a three-credit course). Please see the Registrar's Office for additional information on challenge exams. Other fees include a lost Campus Card replacement fee, a returned check fee, a lost key fee, etc. These fees are determined annually. A list of miscellaneous fees for 2016-2017 is available at the Business Office.

Other Charges

Books and supplies are available through the Fleming Book and Gift Center. The costs to students will vary depending upon the number of courses taken during the semester and student's program of study.

Transcripts must be requested by the respective student through Bay Path's Transcript Request webpage: <http://www.baypath.edu/transcriptrequest>. Only requests made by the respective student will be processed.

eTranscripts are \$5.00 per copy, paper transcripts sent to a domestic address are \$7.50 per copy, and paper transcripts sent to an international address are \$10.00 per copy. The Registrar's Office reserves the right to withhold processing any transcript request if a student has an unpaid financial obligation to the University.

Auditing a Course

A student may audit a class to acquire knowledge, but not to earn credits or a grade. Because of the accelerated model in TAWC programs, auditing is discouraged and done only with the permission of the Deputy Chief Learning Officer. Auditors are expected to comply with attendance requirements, complete assigned readings, and participate in discussions, but may be excused from examinations. To audit a course, a student must officially register with the Registrar's Office. She may be admitted on a space-available basis only, and may not change her

audit status to one for credit after the close of the add/drop period. Audited courses will be reflected on the student's permanent record. The tuition for an audited course is one-third the regular amount per credit hour.

Billing Process

Students are billed on a semester basis with each semester consisting of three (3) six-week sessions. This means your bill will consist of the tuition and fees for three sessions. You must reconcile your bill with the Student Financial Services Office prior to attending class.

Payment Options

There are three distinct payment options:

1. If you are receiving financial aid, notification of your financial award will be sent to you via email. For new students, the award notification email will provide you with instructions to create a log-in for NetPartner, an interactive financial aid web portal. You must either accept or decline your award via NetPartner prior to the start of your course. If your financial aid award does not cover your entire bill for the semester, you must pay this amount in full at least two weeks prior to the start of the semester, sign up for the payment plan (see the "Tuition Management Systems, Inc." section), or apply for an alternative loan (see the Student Financial Services Office for more information).
2. If you are receiving reimbursement from your employer, please refer to the section entitled "Employer Reimbursement Policy" for your payment options.
3. If you are not receiving financial aid or employer reimbursement and do not elect to sign up with Tuition Management Systems for the payment plan, you may be eligible to pay for each SESSION at least two weeks prior to the start of that session, if approved by the Student Financial Services Office.

Failure to pay the tuition bill in full prior to the start of each semester will jeopardize the student's enrollment status.

All checks and money orders should be made payable to Bay Path University. The University also accepts MasterCard, Visa, and American Express; forms are located on the back of billing statements and can be completed and returned to the Student Financial Services Office. Tuition payments can also be made online through the MyBayPath Portal or by calling the Student Financial Services Office.

Payment plans are available to those who qualify through Tuition Management Systems, Inc. (TMS). TMS is an interest-free monthly payment program, which allows students to spread out all or part of their educational expenses. A \$65 enrollment fee covers the plan administration as well as a life insurance policy in the amount of the enrolled contract for the bill payer. Students who need assistance determining the correct budget amount should contact the Student Financial Services Office. To sign up for the payment plan, call TMS at (888) 216-4258 or apply online at www.afford.com. Please note that students using this plan will not be eligible to receive transcripts or diplomas until the balance is paid in full.

Alternative loans are available for both students and parents. See the Student Financial Services Office for more information. Students receiving reimbursement from their employer can apply with the Student Financial Services Office to defer payment until the end of the semester (see below).

Employer Reimbursement Policy

Any student receiving reimbursement from her employer may apply with the Student Financial Services Office to defer the reimbursed portion of her bill until the end of the semester. To apply for deferment, the student must complete a Bay Path University Tuition Deferment Application in its entirety and return the form to the Student Financial Services Office. The payment for the deferred portion of the bill must be made within two weeks from the last scheduled class date of the semester. This form must be updated each semester.

Credit Balance Policy

Some students may receive a credit balance on their account due to an overpayment or by applying for loan funds above and beyond the cost of tuition and fees. For a student to receive a refund, all funds must be received by the University and posted to the student's account. Bay Path University has partnered with Tuition Management Systems (TMS) for disbursement of credit balance refunds. TMS offers students more options and faster access to their credit balance refund. Students select a refund choice through an easy to use, secure online tool and enter the required personal and contact information for the refund method they have chosen. If a credit balance is available, the refund will be processed based upon the student's chosen method of direct deposit, a reloadable Visa prepaid card or paper check. Credit balance refunds are processed within two weeks of Bay Path's receipt of funds. If a student would like to keep their credit on their tuition account to be applied to an upcoming semester, the student must complete the Credit Balance Authorization Form available on the My Bay Path University portal. Credit balances under \$1.00 will not be refunded.

Policy of Non-Payment

All students must satisfy their financial obligation with the Student Financial Services Office prior to attending class or moving into a residence hall. Any student not satisfying their financial obligation with the Student Financial Services Office may not register for classes, receive class schedules or residence hall assignments, attend classes, reside in residence halls, take examinations, receive grades, receive transcripts, receive diplomas, or participate in Commencement activities. A student whose tuition account is not reconciled by the beginning of each semester may have their registration cancelled with a hold placed on the student's account.

Institutional Refund Policy

To be considered withdrawn from the University, students must complete the Enrollment Status Form with the Registrar's Office. To be considered withdrawn from a course, students must inform the Registrar's Office and complete the necessary forms as determined by the Registrar's Office.

If a student withdraws from a course, but not from the University, no adjustments will be made if after the withdrawal the student is still enrolled in 12 to 17 credits for the semester.

Students withdrawing from a course, but not from the University, during the add/drop period will have their bill adjusted and no charge will be reflected for the dropped course. Students receiving financial aid will have their financial aid package recalculated.

Any student withdrawing from the University who is not receiving Federal Title IV financial assistance will follow the Institutional Refund Policy stated below:

Sessions containing 6 weeks

- For withdrawal prior to the second scheduled class, a student will receive a 100% refund.
- For withdrawal after the second scheduled class, there will be no refund.

In the event the student is subject to disciplinary action requiring withdrawal, the University does not refund any fees. Charges other than tuition, room and board are nonrefundable.

Federal Refund Policy

Recipients of Federal Title IV financial assistance who subsequently withdraw before completing 60% of their period of enrollment will be subject to the federal refund policy. Students must inform the institution in a timely manner of their withdrawal from the institution.

Briefly, a federal refund worksheet is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. The amount of Title IV Program assistance earned is based on the amount of time the student spent in academic attendance.

Financial Aid for Undergraduate Students

Bay Path University offers a comprehensive program of need-based and academic merit-based financial assistance which includes scholarships, grants, and loans. Funds for these programs are provided by Bay Path University, federal, state, and private sources. Bay Path University strives to make enrollment possible for all academically qualified students who are willing to undertake some financial responsibility for meeting expenses.

Financial Aid Eligibility, Application, and Renewal

Eligibility – Applicants seeking consideration for aid must be enrolled as matriculated (degree-seeking) students on at least a half-time basis (6 credit hours per semester) to qualify for most financial aid programs. All applicants for financial aid must be accepted for admission at the University before an award can be made. Because financial aid is awarded on a first-come, first-served basis, it is to the applicant's advantage to apply early and complete all requirements for review.

Bay Path University offers financial assistance through the generosity of alumni, foundations, and friends of the University. Bay Path University scholarships are awarded on the basis of merit and/or need and a variety of other criteria, such as academic performance or promise, special talents, and other characteristics that Bay Path University deems of value.

Application – All applicants (incoming and returning) for need-based financial aid must complete a Free Application for Federal Student Aid (FAFSA), preferably before April 1 of the year in which financial aid is desired, to apply for federal and institutional need-based aid programs. **Bay Path University's Department of Education code number is 002122.** Applicants are encouraged to complete the FAFSA online at www.fafsa.ed.gov.

The Student Financial Services Office uses the information provided on the financial aid application to determine the amount of family resources which should be available to the student for University expenses. Among the factors used in the analysis are: family and student income; assets; taxes; the number of people in the household; the age of children; the age of the older parent; and the number of matriculated children in any University. Students with unusual

financial circumstances or need, may document their special circumstances in writing to the Director of Student Financial Services. Financial aid information is considered confidential.

Students selected for verification by the federal processor upon completion of the FAFSA form, may be asked to submit additional documentation to the Student Financial Services Office. Documentation may include a Verification Worksheet and copies of the parents' and student's most recent IRS tax return transcript and W-2s.

Renewal – All need-based forms of financial aid grants, work, and loans are committed for the period of one academic year only. Students must reapply for aid annually. Awards are granted on an annual basis and are applied equally to each semester of a student's account unless otherwise noted on the award letter. Students must meet the University standards of satisfactory academic progress to receive financial aid (See Satisfactory Academic Progress section).

Many Bay Path University need-based scholarships and grants remain with the student as long as she continues to demonstrate financial need, maintains full-time status, and meets the University's standards for good standing and satisfactory progress for state and federal programs. Should a student's financial need increase, her financial aid may be increased; should a student's need decrease, need-based financial aid will be decreased. Need-based scholarships and grants are not renewed if a student fails to meet the prescribed deadlines or funds become unavailable for any reason. Merit-based scholarships are not renewed if a student withdraws from the University or returns to the University without an approved leave of absence. A student who does not enroll full-time, drops to part-time status, or does not maintain the required grade point average, loses her merit-based scholarship award for that semester.

150% Rule

As of July 1, 2013, a first-time Federal Subsidized Loan borrower is no longer eligible for the Subsidized Student Loan program if she exceeds 150% of the published length necessary to graduate within an undergraduate degree program. In addition, a borrower reaching the 150% limit becomes ineligible for the interest subsidy benefits on all Federal Subsidized Loans disbursed to the borrower on or after July 1, 2013.

General Information

The Board of Trustees reserves the right to change tuition and fees. The tuition and fee schedules for the 2017-2018 academic year will be announced to all current students and applicants in the spring of 2017.

The University does not assume responsibility for loss resulting from fire or theft of personal property at the University. It reserves the right to make changes in the faculty, curricula, schedule of classes, calendar of days, fees, and policies at any time deemed practical or necessary. Students are financially responsible for damages to rooms in residence halls, classrooms, equipment, furnishings, breakage of laboratory equipment, false fire alarms, inappropriate use of technology or equipment, and fraudulent telephone use.

Bay Path Scholarships for Undergraduate Students

Bay Path offers scholarships which range from \$5,000 up to \$17,000 based on academic ability and financial need. Applicants who wish to be considered for federal, state, and loan programs must also complete the Free Application for Federal Student Aid (FAFSA). Completion of this form guarantees consideration for federal, state, and Bay Path University need-based grants. Students are eligible to receive only one merit-based scholarship in any academic year.

1897 Founder's Scholarships

Students with strong academic achievement and accomplishments in high school are eligible for 1897 Founder's Scholarship awards up to \$17,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.0 or better.

A. Randle Elliott Scholarship

The A. Randle Elliott scholarship was established in honor of the former Bay Path President Mr. Elliott to serve students with financial need.

Anabella Villabolas/Petit Family Foundation

The Anabella Villalobos/ Petit Family Foundation Scholarship shall be awarded to declared science majors with a high financial need, preferably from Connecticut. If there are no suitable candidates from Connecticut, then eligible students from outside Connecticut may be selected.

Academic Excellence Scholarships

Transfer students with a core academic GPA of 3.50 to 3.749 are eligible for Academic Excellence Scholarship awards up to \$12,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Academic Achievement Scholarships

Transfer students with a core academic GPA of 3.00 to 3.49 are eligible for Academic Achievement Scholarship awards up to \$11,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Agnes M. Lindsay Trust Scholarship

The Agnes M. Lindsay Trust Scholarship is an annual scholarship awarded to students with financial need from rural New England towns in Maine, Massachusetts, New Hampshire and Vermont. Students must be from towns with fewer than 15,000 inhabitants.

Allison Gare '74 Memorial Scholarship

The Alison Gare Memorial Scholarship Fund is a need-based/ merit scholarship awarded to incoming or returning students.

Alumnae Scholarships

Alumnae/Reunion Fund

Henry S. Stern and Ann S. Scholarship

The Henry S. Stern and Ann S. Stern Scholarship is a need-based scholarship awarded to students from Fairfield County or New Haven County in Connecticut. If there is not a suitable recipient from the area, students from other areas of Connecticut may be awarded the scholarship.

Antonacci Family Endowed Scholarship Fund for Business Students

The Antonacci Family Endowed Scholarship Fund for Business Students provides scholarship support to business students with high financial need and in good academic standing.

Barbara and James Sadowsky Family Scholarship

The Barbara and James Sadowsky Family Scholarship is awarded to an underserved population of traditional undergraduate students with high financial need.

Barbara Brodeur Hill '57 Endowed Scholarship

The Barbara Brodeur Hill '57 Scholarship Fund is a merit scholarship awarded to a returning undergraduate student in good academic standing (3.0 or higher) with a declared major and who is active in community and campus activities.

Barbara Jean Trikakis '79 Memorial Scholarship

The Barbara Jean Trikakis '79 Memorial Scholarship is a need-based/merit scholarship, awarded to returning students in good academic standing for retention purposes.

Benjamin Dorskind Memorial Scholarship

The Benjamin Dorskind Memorial Scholarship is a need-based scholarship awarded to a first-year or returning student.

Bernard Mussman '41 Scholarship

The Bernard Mussman '41 Scholarship is a need-based scholarship awarded to underserved students in good academic standing.

Beverly A. Holmes Scholarship

The Beverly A. Holmes Scholarship is a need-based/merit based scholarship awarded to deserving students with high need; preference to women of color, particularly African American and Latina students.

Bold Women's Scholarship

The Bold Women's Scholarship will be awarded to incoming first-year and transfer undergraduate students with high financial need. Recipients must have a GPA of 3.0 or higher and have engaged in extracurricular activities; showing potential impact on the Bay Path campus. Currently enrolled students facing financial hardships can also be awarded, but they must be in good academic standing and active on campus.

The Carol A. Leary Endowed Scholarship Fund for First Generation College Students

The Carol A. Leary Endowed Scholarship Fund for First-Generation College Students is awarded to high need undergraduate first-generation college students at Bay Path. The American Women's College and One-Day-A-Week program students can be considered.

Charlotte Trafton Baer '47 Memorial Scholarship

The Charlotte Trafton Baer '47 Memorial Scholarship is a need-based scholarship open to students who work hard to achieve academic success and contributes something towards her own expenses.

Class of 1963 Scholarship

The Class of 1963 scholarship is a depleting fund that seeks to make a Bay Path education attainable for underserved women. The scholarship will be awarded to traditional students with high financial need and in good academic standing.

Continuing Education Scholarships**Craig W. and Kathleen Shaughnessy Low Scholarship**

The Craig W. and Kathleen Shaughnessy Low Scholarship provides financial support to students interested in or a part of the Science or Performing Arts Departments.

D'Amour Family Scholarship

The D'Amour Family Scholarship provides two \$1,000 scholarships for students from the Pioneer Valley area with high financial need and in good academic standing (Minimum GPA of 3.0.)

David and Michael Sullivan Scholarship

The David and Michael Sullivan Scholarship provides annual support to two traditional students with high financial need, who might not otherwise have the opportunity to attend Bay Path University. The recipients are eligible to continue to receive this scholarship annually, provided they maintain a minimum GPA of 3.0.

Dean's Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Dean Scholarship awards up to \$15,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Distinguished Scholars Awards

Transfer students with a core academic GPA between 2.50 and 2.99 are eligible for Distinguished Scholars awards up to \$10,000 toward tuition, room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Driscoll Family Scholarship Fund

The Driscoll Family Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Elizabeth Dorrance Memorial Fund

The Elizabeth Dorrance Memorial Award is a need-based/merit scholarship awarded to graduates of Turners Falls High School in at least their second year of study at Bay Path University.

Eva Coty '26 Scholarships

The Eva Coty '26 Scholarship is a need-based scholarship giving preference to students in a business-related program. First-year or returning students are eligible to receive this scholarship.

Fontaine Family Scholarship

The Fontaine Family Scholarship is used to provide scholarship support to students with high financial need. Recipients must be in good academic standing and enrolled in the traditional, the American Women's College, or One-Day-A-Week program. Preference will be given to students from western Massachusetts.

Freed First-Year Writing Scholarship

The Freed First-Year Writing Scholarship will be awarded each spring to a rising sophomore who demonstrates excellence in written communication. First-year writing faculty will choose recipient.

John P. Gaffney Memorial Scholarship

The John P. Gaffney Memorial Scholarship is awarded to students with a connection to the theatre or theatre workshop.

Dr. George F. Kalf Endowed Scholarship

The Dr. George F. Kalf Endowed Scholarship will provide scholarship support to a deserving undergraduate student with a good academic record (minimum GPA of 3.0) and financial need.

The recipient will be eligible to receive the scholarship all four years as long as they maintain a GPA of 3.0.

Golden Z Scholarship

William Randolph Hearst Endowed Scholarship

The William Randolph Hearst Endowed Scholarship provides scholarship support to traditional and adult students, with preference given to students of color with financial need.

Honors Scholarships

Students who are accepted into the Honors Program are eligible for a scholarship of up to \$1,500.

Jaci '62 and Art Gilman Scholarship

The Jaci '62 and Art Gilman Scholarship provides financial support to a first-year Occupational Therapy student enrolled in the traditional undergraduate program. Recipient will be awarded this scholarship every year as long as she maintains good academic standing and continues to meet the criteria of the scholarship.

Jane and Alan House Scholarship Fund

The Jane and Alan House Scholarship Fund provides scholarship support to students with high financial need and in good academic standing.

Jeanne Williams Kalf '51 Endowed Scholarship

The Jeanne Williams Kalf '51 Endowed Scholarship provides financial support to deserving undergraduate students with a good academic standing (Minimum GPA of 3.0) and financial need. The recipient can continue to receive the scholarship for all four years as long as she continues to meet the selection criteria.

Joel and Lorraine Festa Roseman '65 Scholarship

The Joel and Lorraine Festa Roseman '65 Scholarship is to be awarded to a deserving student from Connecticut with high financial need.

John N. Macrae Memorial Scholarships

The John N. Macrae Memorial Scholarship provides financial support to a student with good academic performance and financial need.

Juliette A. Mercier Memorial Scholarship

The Juliette Mercier Memorial Scholarship is awarded to a returning student who has shown outstanding contribution in the area of student activities.

Justin W. Barber Memorial Scholarship

The Justin W. Barber Memorial Scholarship is awarded to one returning honors student who has demonstrated good campus citizenship, seriousness of purpose and high ideals.

Lady Margaret Thatcher Fellowship for International Study

The Lady Margaret Thatcher Fellowship for International Study is used for American students' tuition and/or living expenses as they study or complete internships abroad.

Legacy Scholarship

The Legacy Scholarship is for students whose mother, father, grandmother or grandfather is a graduate of the University. This scholarship offers financial assistance up to four years of study

for students enrolled in a Bay Path University undergraduate program. Students must be accepted and matriculated into either the traditional, the American Women's College, or One Day-A-Week program. Students must be registered as a full-time student each semester to receive the scholarship. The amount of the scholarship is \$500 annually and is renewable up to four years of study in an undergraduate program as long as the student maintains satisfactory academic progress.

Lillian U. Carmel '51 Endowed Legacy Scholarship

The Lillian U. Carmel '51 Legacy Scholarship is awarded to a traditional undergraduate whose grandmother, grandfather, mother or father graduated from Bay Path Institute, Bay Path College or Bay Path University.

Longmeadow Scholarship

Bay Path University will provide tuition benefits based on available space and application eligibility to the children of Longmeadow Town employees and of Longmeadow residents for traditional undergraduate students a \$2,500 scholarship above any other financial aid provided for up to two students annually. A \$5,000 scholarship above any other aid will be offered to the Longmeadow High School recipient of the "Bay Path University Book award".

Louise McGuire Kursmark '76 Endowed Scholarship

The Louise McGuire Kursmark '76 Scholarship provides support for students with high financial need who might not otherwise have the opportunity to attend Bay Path University. Students must be in good academic standing and preference is given to an undergraduate business major.

M. Constance Breck Scholarship

The M. Constance Breck Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Maximilian E. and Marion O. Hoffman Foundation Endowed Scholarship

The Hoffman Scholars Endowed Scholarship is awarded to traditional undergraduate students from Connecticut majoring in science who demonstrates financial need, academic excellence and motivation to pursue a career in science. Preference will be given to first-generation college students.

Mack F. Wallace Endowed Scholarship

The Mack F. Wallace Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Marcia H. Conrad Scholarship

The Marcia H. Conrad Scholarship is awarded to a student in good social and academic standing and demonstrating need; to assist with the purchase of textbooks.

The Mary Wielkiewicz Besko '46 Endowed Scholarship

The Mary Wielkiewicz Besko '46 Scholarship is used to provide support for undergraduate students with high financial need who are majoring in science and or minoring in performing arts, and who are current residents of the U.S.A.

Maurice L. Farrell Memorial Scholarship

The Maurice L. Farrell Memorial Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Melba H. Corliss Memorial Scholarship

The Melba H. Corliss Memorial Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Maria Murphy-Hall '49 Endowed Scholarship

The Maria Murphy-Hall '49 Scholarship provides scholarship support for Bay Path University students with high financial need and a good academic record (minimum GPA of 3.0 or greater) in the traditional undergraduate program, the American Women's College, or the One-Day-a-Week program.

Anne E. Murray Endowed Scholarship

The Anne E. Murray Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Pathways Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Pathways Scholarship awards up to \$7,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Paul Norton Memorial Scholarship

The Paul Norton Memorial Scholarship provides support for needy and deserving sophomores and upperclassmen, with a preference given to students active in the Theatre Workshop or similar co-curricular activities involving music, theater or the arts.

PeoplesBank Scholarship

The PeoplesBank Scholarship is awarded to traditional, the American Women's College, or One-Day-A-Week program students who are employees or daughters of employees of PeoplesBank with high financial need and who are in academic good standing. If no student meets the criteria, it is awarded to a resident of Hampden or Hampshire counties. The scholarship is renewable provided the student continues to meet the criteria.

Presidential Scholarship

Transfer students with a core academic GPA between 3.75 and above are eligible for Presidential Achievement Scholarship awards up to \$14,000 toward tuition, and room and board which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Pride Stations & Stores Scholarship

The Pride Stations & Stores Scholarship is awarded to needy and deserving students, with a preference for business majors.

Provost Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Provost Scholarship awards up to \$16,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Professor Joseph R. Racine Scholarship

The Professor R. Joseph Racine Scholarship is awarded to a student in good academic standing with demonstrated financial need.

R. Milton Boyce '31 Endowed Scholarship

The R. Milton Boyce '31 Scholarship is awarded to a returning traditional undergraduate student in good academic standing with a declared major who is active in community and campus activities.

Rose Ananian Kalajian '35 and Robert Proodian '35 Endowed Scholarship

The Rose Ananian Kalajian '35 and Robert Proodian '35 Scholarship is awarded to high-need traditional, the American Women's College, and One-Day-A-Week program undergraduate students in a Bay Path University business program who have one parent of Armenian descent.

Roberta Campbell Wilson '62 Carpe Diem Endowed Scholarship

The Roberta Campbell Wilson '62 Carpe Diem Scholarship is awarded to a first generation traditional, the American Women's College, or One-Day-A-Week program student with high financial need and in good academic standing. Preference is that this be awarded annually to one student as she proceeds through her academic years at Bay Path University up to graduation, provided the student remains in good standing.

Ruth E. Goss Scholarship

The Ruth E. Goss Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Ruth McLoughlin Vignati '62 Scholarship

The Ruth McLoughlin Vignati '62 Scholarship is awarded to students with high financial need.

Rydin Family Scholarship

The Rydin Family Scholarship provides scholarship support for Yankee Candle employees, or immediate family members of Yankee Candle employees, with financial need, in the Traditional or adult programs. Scholarship students are eligible for renewed awards each subsequent year, if student remains in good academic standing. In the event there are no applicants from Yankee Candle or one of its retail stores/related business operations, the scholarship may be awarded to a student from Hampshire, Hampden, Franklin, or Berkshire counties.

S. Prestley Blake Scholarship

The S. Prestley Blake Scholarship is awarded to a student in good academic standing with demonstrated financial need.

Salina Leary Endowment for International Study

The Salina Leary Endowment for International Study is awarded to assist a full-time undergraduate Bay Path student, who is a United States (US) citizen, to travel outside of the US in an international study program approved by Bay Path University.

Seize the Day Scholarships

Students with strong academic achievements and accomplishments in high school are eligible for Seize the Day Scholarship awards up to \$10,000 toward tuition, and room and board which are renewable for four years of study based on maintaining a cumulative grade point average of 2.00 or better.

Success Award

Students with a University grade point average between 2.0 and 2.49 who transfer to Bay Path University are eligible for awards up to \$8,000 toward tuition, room and board, which are renewable based on maintaining a cumulative grade point average of 2.0 or better.

Jeanette T. Wright Performing Arts Scholarship

The Jeanette T. Wright Performing Arts Scholarship is awarded to a student who shares in Dr. Wright's love and knowledge of music, dance, and theatre, who is proficient in the performing arts, and who participates in Bay Path University's performing arts program.

The Thea Katsounakis '70 Endowed Scholarship

The Thea Katsounakis '70 Scholarship is awarded to a student with high financial need and in good academic standing from Springfield, Massachusetts. In the absence of a candidate from Springfield, the search may be broadened to Western Massachusetts.

Victoria Malko Neetz '39 and Roger Neetz Scholarship

The Victoria Malko Neetz '39 and Roger Neetz Scholarship is awarded to provide financial assistance to a returning traditional undergraduate student in good academic standing (3.0 GPA or higher) with a declared major.

Venessa O'Brien Scholarship

The Venessa O'Brien Scholarship is awarded to a needy and deserving student.

Merrie and Lyman Wood Scholarship Endowment

The Merrie and Lyman Wood Scholarship is awarded to deserving students with financial need.

Bay Path University awards a number of scholarships to deserving students each year. Most scholarships are part of a balanced financial aid package that includes University-based employment, loans, grants, and academic scholarships. All students who apply for financial aid are also considered for the following scholarships endowed by Bay Path University (Please note not all scholarships endowed by the University are listed below. For a complete listing of scholarships endowed by Bay Path University, contact the Office of Student Financial Services.

Bay Path University Grants

Bay Path Grants

Sister/Sister and Mother/Daughter Grants

New York State TAP Matching Grant Program

Bay Path University Opportunity Grant**Bay Path University Education Stimulus Plan**

In January of 2009, the Bay Path University Education Stimulus Plan was developed as a three-part plan to help students and families get the best value in higher education. The plan includes:

1. Removing the financial barriers that prevent students from enrolling.
2. Providing the resources to help students succeed as undergraduates.
3. Offering traditional undergraduates the opportunity and financial support to continue at Bay Path and earn a Master's degree. Grant assistance of up to \$4,000 towards a Bay Path University Graduate degree for eligible students in qualifying programs.

Further information about the Bay Path University Education Stimulus Plan may be obtained on the University website at www.baypath.edu or by contacting the Student Financial Services Office.

ACADEMIC SERVICES FOR STUDENTS

Academic Resources

Academic Advising

Academic advisors for TAWC students serve as educator coaches to educate and guide students through their programs with career goals in mind. The requirements and electives in our programs are included in each student's educational plan. Major courses of study are selected during the admissions process and confirmed by advisors. In addition, the academic leaders and advisors hold Saturday luncheon and online meetings with students in their disciplines to answer questions, address needs and concerns, and provide career direction and advice. TAWC staff work closely with other schools and academic departments to deliver an array of opportunities for students. One Day program staff members are present each Saturday when classes are in session to provide support and assistance to faculty and students.

Every student who is enrolled in a TAWC program develops a customized academic program based on their transfer credits, interests, and selected course of study. Academic advisors and educator coaches for TAWC programs are dedicated to working in partnership with students to assist them in making satisfactory progress toward graduation. Advisors stay abreast of course requirements for various majors and will assist each student with the development of an academic success plan, including the proper sequencing of courses. While academic advisors and coaches serve as a dedicated resource for students, it is ultimately the student's responsibility to make decisions about her courses of study in order to meet all of the requirements for graduation. Students are encouraged to meet with their advisor as soon as they are admitted to the TAWC programs, as well as on a regular basis.

Graduates choosing to continue their education beyond their undergraduate degrees receive advising from faculty members and from their dedicated advisor. Hatch Library has information available about local and national graduate and professional programs, as does the Office of Graduate Admissions at the University campuses.

Although law schools do not require particular fields of study for admission, a background in legal courses along with the University's liberal arts core provides an excellent foundation for law school. Any student considering law school should consult with the Pre-Law Advisor for recommendations on course selection, preparation for the LSAT, and the law school application process. The Legal Studies Program Director is the University's pre-law advisor.

Academic Support

Each campus location provides students with academic support resources to help them achieve success. Students may access on campus tutoring, time management, study skills, and other services through the Bashkevin Center for Academic Excellence in Longmeadow and through Hatch Library at the Central Mass and Eastern Mass campuses. Faculty and staff also offer selected workshops on relevant topics to support students as they learn and grow. Assistance with writing, mathematics, and various subjects can be arranged on the request of the student. Students are encouraged to seek academic support and assistance early and as often as needed.

Online tutoring services are available through Tutor.com. These services are offered at no charge to students and can be accessed through the Bay Path Portal. Tutors will respond within 24 hours to requests for math, writing, and subject matter assistance.

Access Services (see Services for Students with Disabilities)

Bookstore

Bay Path University partners with Follett Books to maintain a supply of all books used for courses. Book lists for courses are generated by academic departments. The bookstore located at the Longmeadow campus also serves campus locations and online students over the telephone, through e-mail, and direct mail services. Students are responsible for purchasing the books needed for each course. The bookstore accepts credit cards and has a buy back policy. Students interested in items identifying Bay Path University, refreshments, or other sundries will also find a selection in the bookstore.

Capitals of the World/National Landmarks

Each spring break, when international travel is judged to be appropriate and there are a minimum number of participants, students have the opportunity to visit a different world center on a University-sponsored tour. If deemed more appropriate, a national landmark will become the destination for the tour. An intensive seven-week course, which meets before and immediately after the tour, is recommended. International travel fellowships are available to students.

TAWC and One Day students may participate in the Capitals of the World tour only if they are not taking classes during the session in which the tour is scheduled.

Career Development

Bay Path's focus on leadership, communication, and technology is integrated into its unique model for career development. Career goals for adult women enrolled in TAWC programs are discussed in detail during the admissions process and reexamined throughout her program, especially through the WEL curriculum. The electives, general education courses, and major requirements built into each degree program ensure that students gain real world experience and career direction within their chosen career field as they move through their degree program.

Bay Path University recognizes the important links between theoretical knowledge in a major and the actual application of such knowledge in the world of work. Class projects for community businesses and organizations, practitioner professors who introduce students to a variety of careers, interactive simulations, and student teaching all contribute to career planning and preparation. Courses also include various career assessments, resume reviews, interviewing skills, and leadership development opportunities. Career coaches are available for consultation at each campus.

We also maintain helpful career resources through our online portal pages, discipline-specific virtual learning communities, mentors, and special events. Students who engage in career development have the opportunity to build on their strengths, explore opportunities, advance in their careers, and/or secure employment. Assistance with graduate school choices and applications is also available. While TAWC advisors regularly assist students with career services, job placement and graduate school acceptance are not guaranteed. Students are educated to recognize that career development is a lifelong process.

Sullivan Career and Life Planning Center (SCLP)

The Sullivan Career Life and Planning Center (SCLP) team realizes that a successful college experience involves blending personal development, academic learning, work experience

and effective career planning. We are all unique. As a result, career and life planning at Bay Path is customized and personal. Integration is key—your **personal career coach** works closely with faculty advisors and mentors to ensure that you receive coaching and guidance to create a strong academic and experiential learning experience. We help you acquire the self-knowledge and competencies that today's world needs, such as strong leadership skills, creative and critical thinking, excellent communication skills, the ability to work independently and as part of a team, and the drive to make a positive difference. The Sullivan Career and Life Planning Center is a resource to empower you to cultivate your passion, purpose and potential.

Strategies for Personal and Career Success

Students register for WEL330 focusing on career reflection, exploration, and planning. You will create a model career portfolio, including a personal statement, a polished cover letter and resume, a LinkedIn profile, a set of business cards, and professional references. Blended into the curriculum is attention to skill building and practice, including learning research, interviewing, negotiating and networking skills.

Career & Networking

Networking is essential! Each year, you are invited to attend a Career & Networking event in your major field of study. Panels comprised of professionals working in various career paths within the major present on a range of topics, followed by your chance to engage in dialogue with panelists in small groups.

Career Coaching: Leveraging Your Best

The SCLP career coaches are experts in helping you discover creative ways to engage your passions, articulate your purpose and help you begin to develop your true potential. Upon request, you can be assigned a personal career coach when you join our community as a student. This career coach stays with you throughout your program, guiding you to help you have your next step firmly in place at graduation. We give you the resources to build a well-grounded perspective that empowers you to proactively create your future.

Child Care Policy

Bay Path University recognizes students' needs for child care; however, we cannot meet this need on the University campus. Students are expected to make arrangements for child care on their own. Children are not permitted to be on campus unattended or in classrooms while students are attending classes.

Community Service Credit

All students are encouraged to work as volunteers in supervised community service and may earn from one to three credits in any semester, (totaling a maximum of four elective credits), toward graduation. Students can volunteer in a variety of settings, such as: nursing homes, senior centers, day care centers, schools, hospitals and health agencies, community centers, recreation facilities, the court system and social service agencies. Sullivan Career & Life Planning Career Coaches assist students in choosing suitable volunteer opportunities and supervise credit-earning volunteer experiences.

Cooperating Colleges of Greater Springfield (CCGS)

Bay Path University is a member of the Cooperating Colleges of Greater Springfield (CCGS), a consortium of eight colleges, including American International College, Elms College, Holyoke

Community College, Springfield College, Springfield Technical Community College, Western New England University and Westfield State University.

CCGS supplements student learning experiences through inter-college library privileges, joint student activities, shared social and cultural events, and the opportunity to enroll in courses at any of the colleges. This reciprocity allows full-time students at Bay Path University to enroll in two courses each semester at any CCGS institution at no additional fee provided the course(s) is not offered at Bay Path University that semester and the CCGS course(s) will not put the student over a full-time course load.

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

Counseling Services

Students who require counseling services are encouraged to use resources available to them in their respective communities. Students may also contact the counseling staff at Bay Path University Health Services for assistance and referrals. Counselors are available during normal business hours. If an emergency arises at any other time, students may contact staff on duty at their campus location or Campus Public Safety at the main campus.

Directed Study

Directed Study courses, in undergraduate and graduate programs, serve two important functions at Bay Path University. A directed study course may fulfill a requirement in a student's program of study, or a directed study may provide a student the opportunity to work with a faculty member on an elective course in an area not included in a specific course in a given program.

If a student wishes to apply for a directed study in an elective course, the directed study application must be filled out and submitted to the Deputy Chief Learning Officer who oversees the program/department in which the course is offered. The directed study elective course option provides qualified students (minimum grade point average of 3.0 overall required) with the opportunity to work with a faculty member on an area of mutual interest that is not normally a part of courses listed in the University Catalog. In this way, students may gain knowledge about a subject in which they have an interest and that complements their degree program. This directed study option requires that a student with the faculty member design a proposal that includes student learning outcomes, required readings and activities, assignments, and projects that will be reviewed by the appropriate dean. The Deputy Chief Learning Officer approves or denies the proposed elective directed study. This approval process must be completed in the semester before the semester in which the directed study will be implemented. When approved, the faculty member and the student will agree on the number and frequency of the meetings for the directed study needed to fulfill the course requirements.

If a student wishes to apply for a directed study in a required course, the student, after consulting with her advisor, must meet with the Registrar, who will certify that the class will not be offered in time for the student to fulfill the degree requirement and that there is no appropriate substitution. The directed study application must be completed and then submitted to the Deputy Chief Learning Officer for review, however, the application form must be submitted no later than the first week of class in the semester during which the student intends to do the directed study. Final approval will be granted by the University Provost. If the directed study is approved, the instructor will provide the student with the same syllabus normally used in the

course and, with the student, prepare a list of meeting times. After each meeting, the instructor should make notes as to the student's progress and upon completion of the course, submit a grade to the Registrar's Office. The instructor should keep the notes, papers, exams, and any other evaluative devices on file or in the Canvas-directed study course site (TAWC) until such time as the student's right to challenge the final grade has expired.

Disabilities (See Services for Students with Disabilities)

Food Services

Students attending classes at the Longmeadow campus have access to food services offered by Aramark through the Blake Center Dining Hall and Carpe Diem Café during posted business hours. Vending machines are also located in various campus buildings. Students are responsible for the costs of food services.

The Central Mass and Eastern Mass campuses also assist students with access to food services including maintaining a kitchen area and/or vending machines for use by students. Students are responsible for the costs of food services.

Hatch Library and Information Services

The [newly renovated](#) Hatch Library offers an inviting atmosphere, not only for individual study, but also collaborative learning in our group study rooms. We have an up-to-date collection of over 400,000 items, which have been carefully selected to support your academic success. Bay Path students may also borrow recreational items such as popular fiction books or DVDs,

In addition, students may borrow items in person from the other academic libraries of the [Cooperating Colleges of Greater Springfield](#), from the Storrs (Longmeadow Public) Library, or through free interlibrary loan from WorldCat: an international network of academic, public, and specialized libraries.

Our [website](#) offers 24/7 access to over 100 online databases, featuring full-text articles from thousands of scholarly journals and major newspapers. Whether on or off campus, students with Internet access can view over 350,000 ebooks and other electronic resources, including high-quality, course-related web sites and [online tools](#) for citation, research, and writing help.

We are dedicated to helping our students complete research assignments or find library resources by phone, email, and also in person. At least one professional librarian is on duty whenever the library is open. Reference librarians at Hatch Library provide personalized service to every patron.

[Hatch librarians](#) also collaborate with Bay Path faculty in teaching information literacy skills required for the 21st Century workplace and valuable for lifelong learning by integrating with both our Traditional and One Day programs in English and WELL ([Women as Empowered Learners and Leaders](#)) courses.

Ready reference collections and space to use them are also provided and staffed by Hatch librarians at Bay Path's campuses in East Longmeadow, Sturbridge, and Burlington, MA.

Hatch Library is open seven days a week year round; current hours are posted on the web site.

Health and Wellness Services

Bay Path University encourages students to attend to mind, body, and spirit. Students taking courses on campus have access to the Fitness Center and coursework that helps students learn more about effective ways to maintain and cultivate health and wellness.

Internships

TAWC students interested in internship opportunities as an elective course must consult with their advisors and Academic Director to complete the necessary documentation and receive approval from Academic Director. Internships are offered to students with junior status and above based on the premise that academic knowledge combined with practical experience better prepares students to succeed professionally beyond college. Students have the opportunity to identify their own internship sites and experiences. Each student's learning activities and performance are approved and evaluated by college faculty/staff as well as the onsite supervisor. Six-credit internships require 240 hours of approved supervised work; three-credit internships require 120 hours. Internship courses are graded on a pass/fail basis.

Orientation

All new students who enroll in TAWC programs are required to attend an orientation program before they attend classes. Orientation gives students the opportunity to prepare for classes, make connections with fellow students and BPU staff, identify available support resources, and learn the rules of the road for success in college, careers, and life. Orientation is scheduled for each campus location and online programs during each enrollment period. Students receive extended orientation services and support through the WEL program including instruction related to the course management system.

Parking

On campus parking is provided for every campus location. Students are responsible for knowing parking regulations and obtaining parking passes from the Campus Public Safety Office. Students who park on campus are expected to follow rules and regulations outlined by the University.

Services for Students with Disabilities

Under the guidelines of Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act, Bay Path University is committed to providing equal access to all students in all programs and services. Students with disabilities who wish to request reasonable accommodations to ensure equal access to classes, programs or services must register with the Director of Student Academic Support Services, located in the Bashevkin Center for Academic Excellence. Reasonable accommodations for coursework may include extended time on exams, distraction-free test locations, note-takers, auxiliary aids, and preferential seating. Accommodations for programs and services may include visual or auditory aids, preferential seating, special assistance or access to facilities. Each request is evaluated individually and accommodations vary depending on the type and severity of the disability. The Campus Team on the Longmeadow Campus serves as the liaison to the Director of Student and Academic Support Services for students in The American Women's College.

Students who wish to request accommodations must:

- Provide a written request for accommodations by completing the Accommodations Request Form available in the Bashevkin Center for Academic Excellence.

- Provide current documentation of the disability from a qualified evaluator (psychologist, physician, etc.) to the Director of Student Academic Support Services.
- Meet with the Director of Student Academic Support Services to review the request and discuss reasonable accommodations.

After reviewing the request and documentation, the Director of Student Academic Support Services determines what accommodations are reasonable and discusses these with the student at the scheduled meeting. Once reasonable accommodations have been approved, the student and Director work together with the faculty and staff to ensure that the accommodations are implemented. Students must request services each semester, and any changes to disability status or to the nature of the disability must be reviewed with the Director. Accommodations may be requested at any time during the semester, but students are encouraged to make requests in a timely manner. The Director may suggest alternate accommodations based on the documentation. The student may appeal the Director's decision by making a written request to the Dean of Research and Academic Resources, who will meet with the Director and student to make a decision about reasonable accommodations. All participation in services for students with disabilities is voluntary.

ACADEMIC POLICIES AND PROCEDURES

Absence Dictated by Religious Beliefs

In accordance with its long-standing tradition of respecting the religious beliefs of every student, Bay Path University complies with the following law of the Commonwealth of Massachusetts:

Any student in an educational or vocational training institution other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study or work requirement, on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his/her availing him/herself of the provisions of this section.

Academic Integrity and Classroom Behavior Policy

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

The Bay Path University Policy on Academic Integrity and Classroom Behavior [“Policy”] is interpreted and enforced through the Standing Committee on Academic Integrity and Classroom Behavior from whose membership Hearing Boards will be formed to resolve allegations of violations of the Policy and, when appropriate, impose sanctions for violations. The Standing Committee is comprised of representatives from the Bay Path community including full-time faculty, administrators, and full-time students from each division (Traditional Undergraduate, The American Women’s College, The One Day A Week College and Graduate programs). The Committee is co-chaired by a member of the full-time faculty and a representative from The American Women’s College who, working collaboratively with the University administration, has responsibility for administering the Hearing Board process. The Provost appoints faculty and staff to serve on the Committee to ensure adequate representation.

The University academic disciplinary process is designed to determine whether violations of the Policy have occurred and to impose sanctions when violations are found. The disciplinary process occurs entirely within the University community and is not a legal proceeding. It does not involve or incorporate legal rules of procedure or evidence and no provision is made for the involvement of or representation by legal counsel for any respondent, complainant, or witness. A student (respondent) accused of violating the Policy may select a full-time faculty member or other member of the University community, who is not an administrator or a staff member in either Academic Affairs or the President’s Office, to act as a liaison and intermediary with the Committee; but this liaison shall not be legal counsel and shall not have the right to investigate, interview, or cross-examine witnesses or others. The faculty liaison may advise the student, appear at any hearing, and may speak on the student’s behalf.

Any student or other person who contacts any administrator including the President, Provost, Assistant Provost and Dean of the Division of Student Engagement and Liberal Studies, Associate Provosts/Deans, or a Department Chair/Program Director/Coordinator concerning

any matter involving academic integrity or classroom behavior shall be directed to a Co-Chair of the Standing Committee. Any faculty or staff member contacted under these circumstances should also notify the student or other person that all communications concerning matters involving academic integrity or classroom behavior must be directed to a Co-Chair of the Standing Committee. The Co-Chairs of the Standing Committee can be contacted at integrity@baypath.edu.

Academic and Classroom Behavior

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

Academic Integrity

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

- plagiarism, including self-plagiarism;
- the use of unauthorized sources of information or violation of copyright and/or license agreements
- cheating
- the theft of academic materials or information
- assisting others in acts of academic dishonesty or conspiracy of any kind that threatens or damages the integrity of the academic process or the University community
- disruptive behavior in the classroom
- using any University resource to engage in any plagiarism or cheating
- any other disruption or obstruction of teaching and learning.

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

Process for Academic Integrity Policy Violations

A faculty member who has evidence of a student failing to adhere to the Policy has a duty to report the conduct by email (integrity@baypath.edu) addressed to the Co-Chairs of the Standing Committee, which will also serve as notice to the Office of Academic Affairs, which will maintain records of the allegation and the disposition of the matter. Students may report allegations of academic integrity to any faculty member or administrator who will forward the report by email to integrity@baypath.edu. Faculty reporting a matter will refrain from investigating the matter. Faculty shall respect the confidentiality of information relating to or resulting from reports of academic dishonesty.

When conduct involving academic dishonesty occurs in the faculty member's class, she or he is encouraged to attempt to resolve the matter with the student prior to notifying the Standing Committee. Such educational opportunities are an important part of the learning process for

students and may result in an enhanced understanding of the dimensions of academic integrity. Should such educational resolutions be unsuccessful and/or the violation sufficiently egregious, the faculty member should notify the Standing Committee to pursue resolution informally or formally as outlined below. A student whose conduct is the focus of a matter referred directly to the Committee for consideration by a Hearing Board may request that the Co-Chair of the Standing Committee investigate the possibility of informal resolution of the matter. The Co-Chair of the Standing Committee may consult with members of the Committee, the Vice Provost and Chief Educational Compliance Officer, the complainant and faculty member involved, and meet with the student and others before determining whether to let the matter proceed informally or whether a Hearing Board is warranted.

Informal Resolution

A faculty member electing to pursue informal resolution of a violation of the Policy shall first notify the Co-Chair of the Standing Committee by email (integrity@baypath.edu) of the facts and circumstances of the alleged violation. The faculty member will notify the student of the complaint and the faculty member's intent to resolve the matter through informal resolution, by email in a form approved by the Standing Committee. The student will be asked to respond to the complaint and will be advised of a respondent's rights under the Policy, including the right to seek the advice of a faculty liaison and to meet with the Co-Chair of the Standing Committee. If the student accepts the informal disposition of the matter, the faculty member should notify the Co-Chair of the Standing Committee by sending the student's response to integrity@baypath.edu. Documentation of the matter and its resolution will be kept on file by the Office of Academic Affairs. If the faculty member elects to resolve the matter through the informal process, the faculty member, in consultation with the Co-Chair of the Standing Committee, may suggest a resolution appropriate to the circumstances. For example, the faculty member may assign the student a grade of "F" for the course and/or for the particular assignment, or grade so much of the assignment that represents the student's own work, or require that the student repeat the assignment or a similar assignment. The student may decline informal disposition and request that the matter be referred directly to the Standing Committee for resolution by a Hearing Board. Allegations resolved informally are subject only to academic sanctions; but if a student requests resolution by a Hearing Board, the Board retains the discretion to impose the full range of academic and disciplinary sanctions, including immediate suspension or expulsion from the University. A faculty member pursuing informal resolution of a matter must confer about the matter with the Co-Chair of the Standing Committee or his or her designee. If the alleged conduct is a student's second or subsequent offense at the University, the matter is automatically referred to the Standing Committee for further action. All referrals to the Committee will be made to the Co-Chair of the Standing Committee and the Office of Academic Affairs through email at integrity@baypath.edu. For all matters under consideration at the end of a term, an Incomplete ("I") shall be entered as the student's grade until the matter is resolved.

Reporting – Responsibilities & Sanctions

Faculty, administrators, and staff have a responsibility to report conduct that violates the Policy. Students are encouraged to report conduct involving violations of the Policy. No student will be sanctioned for failing to report a violation of the Policy, but students should be aware that failure to report violations of the Policy encourages additional or future violations and that non-reporting has a corrosive effect on the academic integrity of the community. Students who have witnessed or have knowledge of acts of academic dishonesty or classroom behavior are expected to respond honestly and completely when asked about the conduct or incident during a hearing or an investigation of an allegation of a Policy violation. Failing to respond to inquiries or making false, incomplete, or misleading statements or accusations may be treated as violations of the

Policy and be subject to sanctions. Any student who pressures or induces or threatens a student to engage in or conceal violations of the Policy, or who retaliates in any way against a student who provides information, reports, or participates in an investigation or hearing shall be deemed to have violated the Policy involving academic and classroom behavior and be subject to the full range of disciplinary or academic sanctions.

Self-Report and Non-Disciplinary Response

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

Hearing Board Process

If the matter is referred to the Standing Committee for resolution by a Hearing Board, by the Office Academic Affairs or upon request by the faculty member or the student, the Co-Chair of the Standing Committee will notify the faculty member and the student that a referral to the Committee has been received and that a Hearing Board will be convened. Separate Hearing Boards will be convened for matters in the traditional undergraduate and graduate program (trad/grad) and those in The American Women's College (TAWC). The notice to the student/respondent will include a summary of the complaint and advise the student of a respondent's rights and responsibilities under the Policy, including the right to obtain a faculty liaison (a full-time faculty member in trad/grad or an Academic Program Director in TAWC). The composition of the Hearing Board is as follows:

- **Traditional Undergraduate/Graduate Division:** The Hearing Board will consist of the Co-Chair of the Standing Committee (or her or his designee), two faculty members, and two students, with no member having a vested interest in the matter. The faculty member making the allegations may request appointment of one member of the faculty on the Standing Committee to the Disciplinary Board and the student, who will receive notice of the composition of the Disciplinary Board, may seek disqualification of one faculty member and two student representatives. The Co-Chair of the Standing Committee will select any replacements.
- **The American Women's College:** The Hearing Board will consist of the Deputy Chief Learning Officer (or his or her designee), two Academic Program Directors, and up to two students, with no member having a vested interest in the matter. The faculty member making the allegations may request an appointment of one Academic Program Director and the student, who will receive notice of the composition of the Board, may seek disqualification of one Academic Program Director and one student representatives. The Deputy Chief Learning Officer will select any replacements.

The Hearing Board will handle the matter in a timely fashion by scheduling a hearing to take place within fourteen (14) days of formation, unless circumstances merit additional time. The

venue of the Hearing Board will generally follow the learning modality of the course. Allegations that arise in online courses will be addressed in a Hearing Board meeting held virtually, while allegations that arise in on-ground courses will be addressed in a Hearing Board that convenes in person, where circumstances allow. If the Co-Chair of the Standing Committee determines that travel to and from on-campus sites is prohibitive to a face-to-face meeting, a virtual meeting may be substituted for an in-person meeting.

Before the hearing the respondent(s) will be given the opportunity to obtain the advice of a faculty liaison and to identify any witnesses or present any information relevant to the allegations to the Co-Chair of the Standing Committee for consideration by the Board. The Co-Chair of the Standing Committee will also interview witnesses identified by the complainant and others in preparation for the hearing. The Board, presided over by the Co-Chair of the Standing Committee will hear evidence to determine whether, based on a preponderance of evidence, a violation of the Policy has occurred and to impose sanctions, if appropriate. Witnesses, including the complainant and the respondent will present evidence to, and answer questions from, the Board. A record will be kept of the proceedings, which will include a summary of the testimony and findings of fact. The proceedings of a Hearing Board will be private, and members of the Board will scrupulously respect the confidentiality of the process.

If more than one student is involved in the action a single hearing will occur unless, before the Hearing Board is formed, a respondent sends to the Co-Chair of the Standing Committee by email (integrity@baypath.edu) a written request that states the reasons for separate hearings. The Co-Chair of the Standing Committee will evaluate the request and may consult with the Committee to determine whether to grant the request. The decision to hold a single hearing, or separate hearings rests within the discretion of the Co-Chair of the Standing Committee and is final and not subject to appeal. If the respondent was found responsible for earlier violations involving academic integrity, this history will be made available to the members of the Board upon consideration of sanctions. The respondent and complainant faculty member, as well as others invited by the Co-Chair of the Standing Committee may be asked to attend the meeting of the Board. Notice of the decision of the Hearing Board will be sent to the student and the Provost within seven (7) days of the hearing. Students determined to be responsible for acts of academic dishonesty may be subject to academic and disciplinary sanctions including, but not limited to, the following:

- All sanctions provided through informal disposition, including receiving a “zero” or an “F” for the assignment(s) in question; and/or
- Failure (“F”) in the course in which the act took place; and/or
- Immediate suspension from the University for a specified period of time; and/or
- Immediate dismissal from the University for an indefinite period with conditions for readmission, if any, defined by the Provost at the time dismissal occurs; and/or
- Permanent expulsion from the University with documentation on her or his permanent record.

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

Appeal

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

Classroom Behavior

Dishonorable classroom behavior, which includes all applicable violations identified above, as well as any other threatening or disruptive behavior, or any act that affects the integrity of the fact-finding or hearing process also constitutes a violation of the Policy within the authority of the Co-Chairs of the Standing Committee. Any faculty member who perceives or suffers from such behavior by any student or group of students while pursuing duties in the instructional process may request that the student or students leave the immediate learning environment. If, in the faculty member's judgment, the student or students will not respond to direction by the faculty member, she or he may contact Campus Public Safety for assistance. The faculty member must report the conduct in writing (by email at integrity@baypath.edu) as soon as possible to the Chair of the Standing Committee and, if appropriate, file an incident report with the Campus Public Safety Office. The Co-Chair of the Standing Committee will notify the student involved that a complaint has been made and that the matter will be resolved through the hearing process. The Co-Chair will also advise the student that she or he may select a faculty liaison for advice and assistance during the pendency of the matter and work with the student to identify an appropriate member of the faculty to serve as a faculty liaison.

Summary Process

When a complaint involving questions of academic integrity also involves dishonorable classroom behavior, or egregious conduct, the Co-Chair of the Standing Committee, in consultation with the Vice Provost and Chief Educational Compliance Office and other appropriate administrators, will determine whether summary process is appropriate or whether the matter should be dealt with by a Hearing Board through the formal hearing process. For serious misconduct that appears to merit suspension of a student from class or campus, or expulsion from the University, the complaint will be handled expeditiously through summary process, without recourse to the formal hearing process or involvement of a faculty liaison. The Co-Chair of the Standing Committee will promptly investigate the matter in consultation with the appropriate campus departments. The Co-Chair of the Standing Committee or his or her designee may, on her or his own initiative, require the student to refrain from contacting the professor or other students, or to stay away from the class or classroom or other areas on campus, or may prohibit the student from entering the campus while a matter involving social behavior is under review. A student whose behavior is under review, or any person advocating or acting on the student's behalf, should direct any and all communication about the matter to the Co-Chair of

the Standing Committee, who will forward the information to the appropriate recipient and keep a copy of the communication on file.

Sanctions

A student found responsible for dishonorable classroom behavior through summary process faces sanctions that include removal from the classroom, suspension from class, or withdrawal from the class. Students may also be suspended from the University, barred from campus, or dismissed from the University with either the privilege of readmission at some later time, subject to conditions determined by the University, or expelled with no opportunity for readmission. Students found responsible for dishonorable social behavior also face any or all of the academic sanctions set forth in the Policy including being ineligible for University honors and forfeiture of University offices. A student aggrieved by the decision of a Hearing Board in a matter involving classroom behavior has the same right of appeal as a student found responsible for a violation of the academic integrity component of this Policy. A student found responsible through summary process may be heard by the Provost in mitigation of responsibility or sanction but has no right of appeal. A decision by the Provost is final. In any case in which the conduct is criminal in nature, a report will be made to Campus Public Safety and referrals and reports made to the appropriate law enforcement agency and/or the District Attorney for Hampden County.

Academic Technology Policies

The Web-based Jenzabar portal system called the MyBayPath portal (my.baypath.edu) allows students to view and print their individual class schedules, grades, billing statements, financial records, degree audits and enrollment histories, as well as to access personal e-mail and information resources. The following policies are related to accessing information at Bay Path University:

- The official method of communication with students and members of the Bay Path community is via e-mail and the My Bay Path Portal. Students are responsible for checking their Bay Path e-mail account regularly for important notices and other information, and for complying with stated University policies and guidelines. E-mail accounts are automatically established for all students within one week of initial enrollment.
- Bay Path University does not mail or provide printed copies of class schedules, grade reports, or degree audits. These are available in the MyBayPath Portal under the Students Portlet.
- The MyBayPath Portal also provides access to financial information. Students are able to access their financial information at all times; however, when there is an outstanding balance, unapproved financial aid, missing immunization records, or other required documents, students will have access only to their billing statement but not to their schedule, degree audit, course selections, or other information. All other information is made available to students after all financial and other requirements have been met.
- The MyBayPath Portal also includes an online bulletin board. Student-generated e-mail can only be addressed to specific named individuals and cannot exceed 30 recipients. Any information that needs to be shared with groups may be posted on My Bay Path Portal bulletin board(s).

Acceptable Use of Technology

1. Purpose

To ensure Bay Path University (BP) and all BP Users are responsible for proper use of information and protected from illegal and/or harmful actions that result from inappropriate use of BP Systems.

2. Definitions

BP users: All University employees, faculty, adjunct faculty, and students, in addition to all contractors, consultants, temporary workers, per diem, volunteers, visitors, and student workers that access BP Systems.

BP systems: All equipment and data owned by BP, which includes: individual computing and storage devices (desktop, laptop, tablet, printer, flash drive, etc) and any data contained on them; as well as enterprise computing resources (e.g. Jenzabar, internet access, e-mail, file shares, software, servers, networks, phone systems, system accounts).

BP data: All information stored, processed, or transmitted through BP systems and used by the BP users for academic or administrative operations. Such data is owned by the University and not the user.

Confidential data: Social security number, ID number, student educational records as defined by FERPA (including grades), financial data, account numbers, bills, personnel files, passwords, and any other information labeled as confidential by BP users. BP will take reasonable steps to protect personal information as permitted by law.

3. Responsibilities of BP Users

- I. Use that is consistent with the BP mission and policies;
- II. Use in an ethical and lawful manner;
- III. Use which consistently protects the confidentiality, integrity, and availability of BP data:
 - A. Ensure data are accurate, prevent mishandling;
 - B. Ensure access to data are limited to the needs of a job function;
 - C. Ensure that data are available for appropriate University personnel;

4. Privacy & Monitoring

All University owned property and the data therein, whether stored electronically, on paper, or in any other form, are subject to review at the discretion of the University. Portions of the IT infrastructure include automatic and manual monitoring and recording systems that are used for reasons that include, but are not limited to, security, performance, backup, and troubleshooting. The University reserves the right at any time to monitor and access any data, including the contents of any University computer or University communications, for any legitimate business reason.

5. Personal Use

The University recognizes that limited personal use of BP systems may be necessary from time to time to attend to personal matters that cannot be handled outside work/school hours. Limited personal use of BP Systems must not interfere with or disrupt the work of the unit or other University business or educational activities nor unduly burden BP Systems such that they are

not available for business and educational use. Bay Path systems may not be used for the purpose of a personal business (for profit or not for profit) or for any political activities. Bay Path systems are to be used in a manner consistent with the policies of the University. Users are prohibited from engaging in any communication that is discriminatory, defamatory and/or unlawful.

6. Legal Standards

All BP Users are expected to abide by all Federal and State laws and regulations. The following list is used for illustrative purposes, and is not intended to be a comprehensive guide to Federal and/or State law:

- FERPA: regulates the confidentiality of student records.
- GLBA: regulates the confidentiality of financial information.
- HIPAA: regulations the security and privacy of health information.
- PCI DSS: regulates the confidentiality of credit card information.
- DMCA 1998: regulates the protection of intellectual property.
- USC Title 18 §1030: Fraud and related activity in connection with computers.
- CAN-SPAM Act: Regulates the use of mass e-mailing.
- MGL c.93H: Mandates reporting of security breaches.
- MGL c.266, S. 33A: Fraud through the use of computer resources.
- MGL c.266, S. 37E: Prohibits identity theft.
- MGL c.272, S. 99: Wiretapping law.
- MA 603 CMR 49: Bullying or Retaliation regulations.
- MA 201 CMR 16: Regulations on security freezes.
- MA 201 CMR 17: Standards for the protection of personal information.
- MA 940 CMR 27: Safeguards for Personal information.

7. Investigations & Discipline

Use of BP systems and data are subject to the Operations Manual for University Employees. Any investigations of misconduct will be conducted according to the Operations Manual. For students, use of BP systems and data are subject to the policies included in the Student Guidebook including the Code of Conduct and Policy on Academic Integrity and Classroom Behavior. Unauthorized use or abuse of BP Systems or data may result in disciplinary action up to and including termination and/or expulsion. Additional civil and/or criminal punishments may be applicable.

Examples of prohibited behavior (this is not intended as a comprehensive list):

- Circumvention of any security measures including: hacking, probing, or unauthorized reconfiguration of systems; use of computer viruses, worms, or any kind of spyware or malicious software.
- Divulging an account password; unauthorized use of another account; impersonation or misrepresentation of identity.
- Removing confidential data from Bay Path systems or property without written authorization from the proper Data Trustee.
- Storing or transmitting unencrypted confidential BP data to non BP systems without proper written authorization.
- Running unauthorized IT servers or networks.
- Forgery of communications, unauthorized or inappropriate manipulation of data (by alteration or omission).
- Sending spam, pranks, chain letters, pyramid schemes or any kind of for-profit solicitation.

- Creating or distributing data that may reasonably be considered offensive or disruptive to any employee, student, Trustee of the University, prospective employee, prospective student, or any other person. This includes data that may offend someone on the basis of age, gender, gender identity, race, sexual orientation, religious beliefs, national origin, disability, or any other category protected by law.
- Illegally downloading, storing, or sharing copyrighted material.
- Engaging in communication that is discriminatory, defamatory and/or unlawful.

When you use University computing services, and accept any University issued computing accounts, you agree to comply with this and all other computing related policies.

Sexual Misconduct Policy

I. Purpose and Scope of Policy

1. Statement of Institutional Values

Sexual misconduct of any form is a violation of a person's rights, dignity and integrity. An act of sexual misconduct represents a fundamental failure by a community member to recognize and respect the intrinsic worth and dignity of another. Acts of sexual misconduct are harmful and illegal and will not be tolerated at Bay Path University. Such acts corrupt the integrity of the educational process, are contrary to the mission and values of the Bay Path community and are against University policy.

All members of the Bay Path community should be free from sexual misconduct in the classroom; the social, recreational and residential environment; and the workplace. The University seeks to foster a climate free from sexual misconduct through a coordinated education and prevention program, the promulgation of clear and effective policies, as well as investigative and grievance procedures that are prompt, equitable, and accessible to all. In response to any reported sexual misconduct, the University will take all appropriate steps to eliminate the misconduct, prevent its recurrence and address its effects.

In order to foster a climate of respect for oneself and for one another and provide for the safety and security of our community, the University expects all community members to take action to prevent acts of sexual misconduct. Creating a safe campus environment is the responsibility of all members of the University community, both individually and collectively.

In order to foster a climate that encourages reporting of sexual misconduct, the University will actively educate the community, respond to all allegations promptly, will provide interim measures to address safety and emotional well-being, and will act in a manner that recognizes the inherent dignity of the individuals involved.

In order to achieve equitable results, the University will carefully review and/or investigate all reports with an earnest intent to understand the perspective and experiences of each individual involved, and provide for fair and impartial evaluation and resolution.

2. Purpose of Policy

The purpose of this policy is to provide the Bay Path community with a clearly articulated set of behavioral standards, common understandings of definitions and key concepts, and descriptions of prohibited conduct. The policy applies to all community members, including students, faculty, and staff, visitors and independent contractors. It is intended to protect and guide students,

faculty and staff who have been affected by sexual misconduct, whether as a Reporting Party, a Responding Party, or a third party.

When used in this policy, a **Reporting Party** refers to the individual who believes himself, herself, their self to have been the subject of sexual misconduct. A **Responding Party** refers to the individual who has been accused of sexual misconduct. A **third party** refers to any other participant in the process, including a witness to the incident or an individual who makes a report on behalf of someone else. A **report** refers to any incident or concern regarding sexual misconduct that is reported to the University. A **complaint** is an allegation of sexual misconduct filed against a faculty member, staff member or student that initiates the appropriate disciplinary process.

In addition to defining sexual harassment and the forms of sexual misconduct that violate the standards of our community, this policy will also:

- Identify resources and support for all members of the University community;
- Identify the Title IX Coordinator;
- Provide information about where a University community member can obtain support or access resources in a confidential manner;
- Provide information about how a University community member can make a report on-campus or off-campus; and,
- Provide information about how a report will be investigated, evaluated and resolved.

3. Scope

As stated above, this policy applies to all members of the Bay Path community, including students, employees, visitors, and independent contractors. When used in this policy, employee generally refers to both full- and part-time staff and faculty members, although there are separate complaint processes delineated for non-faculty employees and for faculty members. Vendors, independent contractors, visitors, and others who conduct business with the University or on University property are also expected to comply with this policy.

All University community members are responsible for their actions and behavior, whether the conduct in question occurs on campus or in another location. Members of the Bay Path University community have a responsibility to adhere to University policies and local, state and federal law.

As a result, this policy applies both to on-campus and off-campus conduct. In particular, off-campus behaviors that have an actual or potential adverse impact on any member of the University community or the University fall under this policy.

Any individual may make a report alleging a violation of this policy. The University will provide resource options and respond promptly and equitably to all allegations of sexual misconduct. The University will engage in a Title IX review throughout which it is committed to maintaining fairness for all parties and to balancing the needs and interests of the individuals involved with the safety of the community as a whole.

4. Coordination with Non-Discrimination Policy

The University recognizes that harassment related to an individual's sex, sexual orientation, gender identity or gender expression can occur in conjunction with misconduct related to an individual's race, color, ethnicity, national origin, religion, age, or disability. Targeting individuals on the basis of these characteristics is also a violation of the community standards. Under these circumstances, the University will coordinate the investigation and resolution efforts

(see Section IX, Resolution Process for Complaints) to address harassment related to the targeted individual's sex, sexual orientation, gender identity or gender expression together with the conduct related to the targeted individual's race, color, ethnicity, national origin, religion, age, or disability.

II. Notice of Non-Discrimination

The University is committed to establishing and maintaining an environment free of all forms of harassment and discrimination for all University community members. The University does not discriminate on the basis of race, color, religion, ancestry, national origin, age, disability, veteran status, or sexual orientation or any other protected class.

The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sexual misconduct, including sexual harassment as defined in this policy, is a form of sex discrimination that unjustly deprives a person of equal treatment. It is prohibited by **Title IX** of the Education Amendments of 1972, a federal law that provides that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment is also prohibited under Title VII of the Civil Rights Act of 1964, Massachusetts General Laws Chapter 151B, and other applicable statutes.

This policy prohibits sexual misconduct against all Bay Path community members of any gender or sexual orientation. This policy also prohibits gender-based harassment that does not involve conduct of a sexual nature.

III. University Statement on Privacy

The University is committed to maintaining the privacy of all individuals involved in a report of sexual misconduct. In any Title IX review of an allegation of sexual misconduct, every effort will be made to protect the privacy and interests of the individuals involved in a manner consistent with the need for a thorough review of the allegation. Such a review is essential to protecting the safety of the Reporting Party, the Responding Party, and the broader campus community and to maintaining an environment free from sexual discrimination.

At all times, the privacy of the parties will be respected and safeguarded. Information related to a report of misconduct will be shared only with those University employees who "need to know" in order to assist in the investigation and/or resolution of the complaint. All University employees who are involved in the Title IX review process, including conduct board hearing members, have received specific training regarding the safeguarding of private information. Students or employees wishing to obtain confidential assistance through on-campus or off-campus resources without making a report to the University may do so by speaking with professionals who are obligated by law to maintain confidentiality. These professionals are identified in the Resources section of this policy. As a reminder, students may seek confidential assistance on campus through Health Services and the Counseling Center. Employees may seek confidential assistance through the Employee Assistance Plan.

When the University has received a report of sexual misconduct, but the Reporting Party requests that his/her identity remain confidential or that the University not pursue an investigation, the University will balance this request with its responsibility to provide a safe and non-

discriminatory environment for all University community members. The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, (see Request for Confidentiality in section VIII.4.) At all times, the University will seek to respect the request of the Reporting Party, and where it cannot do so, the University will consult with the Reporting Party and keep him/her/them informed about the chosen course of action.

If a report of misconduct discloses an immediate threat to the University campus community, the University may issue a timely notice of the conduct to the community to protect the health or safety of the broader campus community. This notice will not contain any biographical or other identifying information. Immediately threatening circumstances include, but are not limited to, recently reported incidents of sexual misconduct that include the use of force, a weapon, or other circumstances that represent a serious and ongoing threat to University students, faculty, administrators, staff, or visitors. All resolution proceedings are conducted in compliance with the requirements of FERPA, the Clery Act, Title IX, and other University policy. No information shall be released from such proceedings except as required or permitted by law or University policy.

IV. Prohibited Conduct and Definitions

The University prohibits sexual misconduct. Sexual misconduct is a broad term that includes but is not limited to sexual harassment, sexual violence, sexual exploitation, stalking, cyber-stalking, bullying and cyber-bullying, aiding or facilitating the commission of a violation, and retaliation. Consistent with the values of an educational and employment environment free from harassment based on sex, the University also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

1. Definition of Sexual Harassment

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature when:

- (1) Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, evaluation of academic work or participation in social or extracurricular activities;
- (2) Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance by creating an intimidating, hostile, humiliating, demeaning, or sexually offensive working, academic or social environment. The effect will be evaluated based on the perspective of a reasonable person in the position of a Reporting Party.

A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to provide a hostile environment, particularly if the harassment is physical.

2. Forms of Prohibited Sexual Harassment

Sexual harassment is prohibited. In some cases, sexual harassment is obvious and may involve an overt action, a threat or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment can take many forms:

- It can occur between equals (e.g., student to student, staff to staff, faculty member to faculty member, visitor/contracted employee to staff) or between persons of unequal power status (e.g. supervisor to subordinate, faculty member to student, coach to student-athlete, student leader to first-year student). Although sexual harassment often occurs in the context of an exploitation of power by the individual with the greater power, a person who appears to have less power in a relationship can also commit sexual harassment (e.g., student harassing faculty member).
- It can be committed by an individual or may be a result of the collective actions of an organization or group.
- It can be committed against an individual, an organization or a group.
- It can be committed by an acquaintance, a stranger, or someone with whom the Reporting Party has a personal, intimate or sexual relationship.
- It can occur by or against an individual of any sex, gender identity, gender expression or sexual orientation.
- It does NOT have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Examples of behavior that might be considered misconduct include, but are not limited to:

- Unwanted or inappropriate sexual innuendo, propositions, sexual attention or suggestive comments and gestures; humor and jokes about sex or gender-specific traits; sexual slurs or derogatory language directed at another person's sexuality or gender; insults and threats based on sex or gender; and other oral, written or electronic communications of a sexual nature that an individual communicates is unwanted and unwelcome;
- Written graffiti or the display or distribution of sexually explicit drawings, pictures, or written materials; sexually charged name-calling; sexual rumors or ratings of sexual activity/performance; the circulation, display, or creation of e-mails or Web sites of a sexual nature.
- Non-academic display or circulation of written materials or pictures degrading to an individual(s) or gender group (It is expected that instructors will offer appropriate warning regarding the introduction of explicit and triggering materials used in the classroom.);
- Inappropriate or unwelcome physical contact or suggestive body language, such as touching, patting, pinching, hugging, kissing, or brushing against an individual's body;
- Undue and unwanted attention, such as repeated inappropriate flirting, inappropriate or repetitive compliments about clothing or physical attributes, staring, or making sexually oriented gestures;
- Physical coercion or pressure of an individual to engage in sexual activity or punishment for a refusal to respond or comply with sexual advances;
- Change of academic or employment responsibilities (increase in difficulty or decrease of responsibility) based on sex, gender identity/expression, or sexual orientation;
- Use of a position of power or authority to: (1) threaten or punish, either directly or by implication, for refusing to tolerate harassment, for refusing to submit to sexual activity, or for reporting harassment; or (2) promise rewards in return for sexual favors;
- Sexual assault;
- Abusive, disruptive or harassing behavior, verbal or physical, which endangers another's mental or physical health, including but not limited to threats, acts of violence, or assault based on gender and/or in the context of intimate partner violence;

- Demeaning verbal or other expressive behavior of a sexual or gendered nature in instructional settings; and
- Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Harassment for exhibiting what is perceived as a stereotypical characteristic for one's sex, or for failing to conform to stereotypical notions of masculinity and femininity, regardless of actual or perceived sexual orientation or gender identity of the harasser or target.

3. Additional Forms of Prohibited Sexual Misconduct

Sexual misconduct may vary in its severity and consists of a range of behaviors. The following descriptions represent sexual behaviors that violate Bay Path University's community standards and a person's rights, dignity and integrity.

- **Sexual Violence:** Physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. This includes rape, sexual assault, battery and sexual coercion. Sexual violence may involve individuals who are known to one another or have an intimate and/or sexual relationship, or may involve individuals not known to one another. Examples include, but are not limited to:
 - Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact.
 - Having or attempting to have sexual contact with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth or any other part of the body that is touched in a sexual manner.
- **Sexual Exploitation:** An act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage or any other non-legitimate purpose. The act or acts of sexual exploitation are prohibited even though the behavior does not constitute one of the other sexual misconduct offenses. Sexual exploitation may involve individuals who are known to one another, have an intimate or sexual relationship, and/or may involve individuals not known to one another. Examples include, but are not limited to:
 - Observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;
 - Non-consensual streaming of images, photography, video or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved;
 - Prostituting another individual;
 - Knowingly exposing another individual to a sexually transmitted disease or virus without his or her knowledge; and
 - Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.
- **Stalking:** A course of conduct involving more than one instance of unwanted attention, harassment, physical or verbal contact, or any other course of conduct directed at an individual that could be reasonably regarded as likely to alarm or place that individual in

fear of harm or injury, including physical, emotional, or psychological harm. This includes cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts or other similar devices or forms of contact are used to pursue, harass or make unwelcome contact with another person. Stalking and cyber-stalking may involve individuals who are known to one another or have an intimate or sexual relationship, or may involve individuals not known to one another.

- **Aiding or Facilitating:** Aids, facilitates, promotes or encourages the commission of a violation under this policy. Aiding or facilitating may also include failing to take action to prevent an imminent act when it is reasonably prudent and safe to do so. Taking action may include direct intervention, calling Bay Path Campus Public Safety or local law enforcement, or seeking assistance from a person in authority.
- **Retaliation:** Acts or attempts to retaliate or seek retribution against the Reporting Party, Responding Party, or any individual or group of individuals involved in the investigation and/or resolution of an allegation of sexual misconduct. Retaliation can be committed by any individual or group of individuals, not just a Responding Party or Reporting Party. Retaliation may include continued abuse or violence, other forms of harassment, and slander and libel.

4. Statement on Consent, Coercion, Incapacitation, and Alcohol

Consent to engage in sexual activity must be knowing and voluntary. Consent to engage in sexual activity must exist from the beginning to end of each instance of sexual activity, and for each form of sexual contact. Consent to one form of sexual contact does not constitute consent to all forms of sexual contact. For example, an individual may agree to kiss but choose not to engage in touching of the intimate parts or sexual intercourse. An individual should obtain consent before moving from one act to another.

Consent consists of an outward demonstration indicating that an individual has freely chosen to engage in sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Relying on non-verbal communication can lead to misunderstandings. Consent may not be inferred from silence, passivity, lack of resistance or lack of active response alone. A person who does not physically resist or verbally refuse sexual activity is not necessarily giving consent. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused or uncertain, both parties should stop and obtain mutual verbal consent before continuing sexual activity.

A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be mutually understandable communication that clearly indicates willingness to engage in sexual activity each time such activity occurs.

Consent may be withdrawn by either party at any time. Withdrawal of consent must also be outwardly demonstrated by words or actions that clearly indicate a desire to end sexual activity. Once withdrawal of consent has been expressed, sexual activity must cease.

In the Commonwealth of Massachusetts, consent can never be given by minors under the age of 16.

Consent is not effective if it results from the use or threat of physical force, intimidation, or coercion, or any other factor that would eliminate an individual's ability to exercise his or her own free will to choose whether or not to have sexual contact. Coercion includes the use of pressure and/or oppressive behavior, including express or implied threats of harm, severe and/or pervasive emotional intimidation, which places an individual in fear of immediate or future harm or physical injury or causes a person to engage in unwelcome sexual activity. A person's words or conduct amount to coercion if they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity.

An individual who is incapacitated is not able to make rational, reasonable judgments and therefore is incapable of giving consent. Incapacitation is the inability, temporarily or permanently, to give consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he/she/they demonstrate that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators of incapacitation may include, but are not limited to, lack of control over physical movements, lack of awareness of circumstances or surroundings, or the inability to communicate for any reason. An individual may experience a blackout state in which he/she/they appear to be giving consent, but do not actually have conscious awareness or the ability to consent. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication. The relevant standard that will be applied is whether the Responding Party knew, or a sober reasonable person in the same position should have known, that the other party was incapacitated and therefore could not consent to the sexual activity.

The University considers sexual contact while under the influence of alcohol to be risky behavior. Alcohol impairs a person's decision-making capacity, awareness of the consequences, and ability to make informed judgments. Being intoxicated or impaired by drugs or alcohol is never an excuse for sexual misconduct and does not excuse one from the responsibility to obtain consent.

V. Resources

1. Overview

The University is committed to treating all individuals with dignity, care and respect. Any individual affected by sexual misconduct, whether as a Reporting Party, a Responding Party, or a third party, will have equal access to support and counseling services through the University. The University recognizes that any individual involved in an incident of sexual misconduct may have questions and we encourage Bay Path community members to seek the support of campus and community resources. The University can provide guidance in making decisions, obtaining information about available resources, and assisting either party in the event that a report and/or resolution is pursued. Individuals are encouraged to use all available resources, regardless of whether the incident occurred recently or in the past.

Reporting Parties, Responding Parties and third parties can expect:

- The opportunity to meet with the Title IX Coordinator to answer questions regarding the University's complaint processes for students and employees.
- Notice of confidential resources, including health care and mental health counseling services, on campus and in the local community.

- Notice of the option to pursue law enforcement action and to be assisted by Bay Path University Campus Public Safety or other University officials in accessing and communicating with such authorities. This notice will include a discussion of the importance of the preservation of evidence.
- The opportunity to request that the University take steps to prevent unnecessary or unwelcome contact or communication with another member of the Bay Path community.
- The right to be free from retaliation. Any concerns of retaliatory behavior should be immediately reported to Bay Path Campus Public Safety or the Title IX Coordinator.

2. Confidential Resources and Support

The University encourages all Bay Path community members to report an incident of sexual misconduct. The University recognizes, however, that there are many barriers to reporting, both individual and societal, and not every individual will choose to make a formal report with the University or with local law enforcement. For those individuals who are not prepared to make a report, there are several confidential resources available for students, staff and faculty. Individuals seeking to talk to someone about an incident of sexual misconduct in a confidential manner without making a report to the University or triggering any investigation or action by the University may utilize the following confidential medical and mental health resources. These resources hold a statutorily protected confidentiality that prohibits the release of an individual's information without that individual's express consent (except under limited circumstances that pose an imminent danger to the individual or to others.)

The following resources are confidential:

Dr. Kathleen Martin

Title IX Coordinator
413-565-6806
kamartin@baypath.edu

Kathy Robbins

Deputy Title IX Coordinator
413-565-1252
khorbbins@baypath.edu

Peter Testori

Deputy Title IX Coordinator
413-565-1058
ptestori@baypath.edu

Bay Path University Counseling Center

413-565-1276
counseling@baypath.edu

3. Additional Resources

Campus Public Safety

413-565-1225

4. Community Resources

Students, faculty and staff may also access resources located in the local community. These organizations can provide crisis intervention services, counseling, medical attention and

assistance in interfacing with the criminal justice system. All individuals are encouraged to utilize the resources that are the best suited to their needs, whether on or off campus. In general, off-campus resources can provide assistance to individuals wishing to make a report to the University, but will not notify the University without the consent of the Reporting Party.

VI. Reporting

All University employees, including faculty, staff, and administrators, student employees who have a responsibility for student welfare, and student volunteers who have a responsibility for student welfare, are required to share with the Title IX Coordinator any report of sexual misconduct they receive or of which they become aware.

Examples of students who have a duty to share the information with the Title IX Coordinator include, but are not limited to, Resident Assistants, Orientation Leaders and Peer Mentors.

All Bay Path community members, even those who are not obligated by this policy, are strongly encouraged to report information regarding any incident of sexual misconduct to the Title IX Coordinator.

The Title IX Coordinator will ensure that the University responds to all reports in a timely, effective and consistent manner. The Title IX Coordinator is charged with the review, investigation and resolution of all reports to ensure consistent responsiveness and the integrated provision of interim measures to support the individuals involved and to protect the campus community. It is only through this consistent and informed response that we create a culture of accountability and break the culture of silence. The Title IX Coordinator is positioned to provide seamless support, assess campus safety and effectively respond to allegations of sexual misconduct.

The University will promptly and thoroughly investigate and respond to all reports of sexual misconduct. The University will respond to all reports in an integrated, consistent manner that treats each individual with dignity and respect. The University will approach each report with an earnest intent to understand the perspective and experiences of each individual involved in order to ensure fair and impartial evaluation and resolution.

The University is committed to providing a variety of welcoming and accessible means so that that all instances of sexual misconduct will be reported. The University also recognizes that the decision whether or not to report sexual misconduct is personal, and that there are many barriers to reporting, both individual and societal. Not every individual will be prepared to make a report to the University or to law enforcement, and individuals are not expected or required to pursue a specific course of action.

An incident does not have to occur on campus to be reported to the University. Off-campus conduct that adversely affects the University or the Bay Path community also falls under this policy.

An individual does not have to decide whether or not to request disciplinary action at the time the report is made. The University recognizes that choosing to make a report, and deciding how to proceed after making the report, can be a process that unfolds over time. The University will respect an individual's autonomy in making these important decisions and provide support that will assist each individual in making that determination.

As outlined in the Statement on Privacy, the University respects the privacy interests of student, faculty, and staff. All information reported will be shared only with those University employees who will assist in the investigation and/or resolution of the complaint.

1. Emergency/Immediate Reporting Options

The University encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual misconduct. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response. The University will assist any Bay Path community member to get to a safe place and will provide transportation to the hospital, coordination with law enforcement, and information about the University's resources and complaint processes.

Assistance is available from the University 24 hours a day year-round by calling the University Campus Public Safety number ([413-565-1225](tel:413-565-1225)). Any individual can request that a member of the Bay Path CPS respond and take a report or request to speak with the Title IX Coordinator or a member of the Counseling Center staff. There is no requirement that an individual file an incident report with Bay Path Campus Public Safety to speak with the Title IX Coordinator or a member of the Counseling Center staff.

A medical provider can provide emergency and/or follow-up medical services, and the ability to discuss any health care concerns related to the incident in a confidential medical setting may bring peace of mind. The medical exam has two goals: first, to diagnose and treat the full extent of any injury or physical effect (sexually transmitted infection or pregnancy) and second, to properly collect and preserve evidence. There is a limited window of time (typically 72 to 96 hours) following an incident of sexual assault to preserve physical and other forms of evidence. Taking the step to gather evidence immediately does not commit an individual to any course of action. The decision to seek medical attention and gather any evidence will remain confidential and preserve the full range of options to seek resolution through the University's complaint processes or through the pursuit of criminal action.

2. Campus Reporting Options

The University recognizes that a student or employee may choose to report sexual misconduct to *any* trusted employee of the University. For example, a student may choose to confide in a Resident Assistant, a faculty member, or a coach, all of whom are considered "responsible employees" who must report the incident under this policy. An employee may choose to confide in a supervisor, also considered a "responsible employee." Under this policy, *any* employee who receives a report of sexual misconduct must share the report with the Title IX Coordinator. The Title IX Coordinator is specifically charged with investigating and responding to allegations of sexual misconduct.

To enable the University to respond to all reports in a prompt and equitable manner, the University encourages all individuals to directly report any incident of sexual misconduct to the Title IX Coordinator.

3. Anonymous Reporting

Any individual may make an anonymous report concerning an act of sexual misconduct. An individual may report the incident without disclosing his/her name, identifying the Responding Party or requesting any action. Depending on the level of information available about the incident or the individuals involved, however, the University's ability to respond to an anonymous report may be limited.

4. Reporting Patterns of Sexual Harassment

In the event that an individual believes that he/she/they may be experiencing behavior that points to a pattern of sexual harassment, he/she/they should document that behavior and report it to the Title IX Coordinator.

5. Time Frame for Reporting

Individuals are encouraged to report sexual misconduct immediately to maximize the University's ability to respond promptly and equitably. The University does not, however, limit the timeframe for reporting. The University will not be able to pursue disciplinary action against an individual who is no longer affiliated with the University. Under those circumstances, the University will still conduct a Title IX review.

6. Coordination with Law Enforcement

The University encourages Reporting Parties to pursue criminal action for incidents of sexual misconduct that may also be crimes under Massachusetts law. In every case of sexual violence, the University, through the Head of Campus Public Safety, will notify the Longmeadow Police Department of the allegations. The University will also assist a Reporting Party in making a criminal report and will cooperate with law enforcement agencies if a Reporting Party decides to pursue the criminal process to the extent permitted by law. However, a Reporting Party may also choose not to pursue criminal action, and under most circumstances, the Longmeadow Police Department will not force a Reporting Party to pursue charges if he/she/they are not willing to do so.

The University's policy, definitions and burden of proof may differ from Commonwealth of Massachusetts criminal law. A Reporting Party may seek resolution through the University's complaint process, may pursue criminal action, may choose one but not the other, or may choose both. Neither law enforcement's determination whether or not to prosecute a Responding Party, nor the outcome of any criminal prosecution, are determinative of whether sexual misconduct under this policy has occurred. Proceedings under the University's Sexual Misconduct Policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

7. Amnesty for Students Who Report Sexual Misconduct

The University encourages reporting and seeks to remove any barriers to reporting by making the procedures for reporting transparent and straightforward. The University recognizes that an individual who has been drinking or using drugs at the time of the incident may be hesitant to make a report because of potential consequences for his/her/their own conduct. An individual who reports sexual misconduct, either as a Reporting Party or a third party witness, will not be subject to disciplinary action by the University for his/her/their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. The University may, however, initiate an educational discussion or pursue other educational remedies regarding alcohol or other drugs. The amnesty policy applies to the University student conduct process.

8. Bystander Intervention

The University expects all community members to take reasonable and prudent actions to prevent or stop an act of sexual misconduct. Taking action may include direct intervention, calling law enforcement, or seeking assistance from a person in authority. Community members who choose to exercise this positive moral obligation will be supported by the University and protected from retaliation.

9. Statement Against Retaliation

It is a violation of University policy to retaliate in any way against an individual or a group because the individual or group of individuals reported an allegation of sexual misconduct.

The University recognizes that retaliation can take many forms, may be committed by an individual or a group against an individual or a group, and that a Responding Party can also be the subject of retaliation by the Reporting Party or a third party. The University will take immediate and responsive action to any report of retaliation and may pursue disciplinary action as appropriate. An individual reporting sexual misconduct is entitled to protection from any form of retaliation following a report that is made in good faith, even if the report is later not proven.

VII. Interim Measures

Upon receipt of a report, the University will provide interim support and reasonable protective measures to prevent further acts of misconduct, and to provide a safe educational and work environment. The University will determine the necessity and scope of any interim measures. Even when a Reporting Party or Responding Party does not specifically request that protective action be taken, the University may choose to impose interim measures at its discretion to ensure the safety of any individual, the broader University community or the integrity of the review process.

Students seeking such assistance should speak with the Title IX Coordinator, who will coordinate such requests on the behalf of the student. The University will maintain contact with the parties to ensure that all safety and emotional and physical well-being concerns are being addressed.

All individuals are encouraged to report concerns about failure of another individual to abide by any restrictions imposed by an interim measure. The University will take immediate and responsive action to enforce measures previously ordered or implemented by the University.

The University may impose any remedy that can be tailored to the involved parties to achieve the goals of this policy, even if not specifically listed here. The range of interim measures may include:

No Contact Order: A Reporting Party or Responding Party may request, or the University may impose, communication and contact restrictions to prevent further potentially harmful interaction. These communication and contact restrictions generally preclude in person, telephone, electronic or third party communications. In some cases, an individual may also wish to consider an Abuse Prevention Order or a Harassment Prevention Order from the local courts. This is a civil proceeding independent of the University. If a court order is issued the University will, to the extent possible, assist the protected person in benefiting from the restrictions imposed by the court and will also facilitate on campus compliance with the order. The University may also limit an individual or organization's access to certain University facilities or activities as part of the no contact order.

Academic, Employment or Residence Modifications: A Reporting Party or Responding Party may request an academic or employment accommodation or a change in residence after a report of sexual misconduct. An individual who requests assistance in changing their academic or living situation after an incident of sexual misconduct will receive appropriate and reasonably available accommodations. These may include:

- Academic accommodations, including a change in class schedule, taking an incomplete, dropping a course without penalty, attending a class via Skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;
- Change of dormitory assignment;
- Change in work assignment or schedule;
- Providing an escort to ensure safe movement between classes and activities.

Emotional Support: The University will provide counseling services through the Counseling Center or will assist in providing a referral to off campus agencies as detailed in the Campus and Community Resources section of this policy. Counseling and emotional support is available to any member of the campus community.

Interim Separation: Where the report of sexual misconduct poses an ongoing risk of harm to the safety or well-being of an individual or members of the campus community, the University may place an individual or organization on interim suspension or impose leave for an employee. Pending resolution of the complaint, the individual or organization may be denied access to campus. When interim suspension or leave is imposed, the University will make reasonable efforts to complete the investigation and resolution within an expedited time frame.

VIII. Title IX Review

1. Role of the Title IX Coordinator

The President of the University has appointed Dr. Kathleen Martin to serve as the Title IX Coordinator. In his role as Title IX Coordinator, Dr. Martin oversees the University's centralized review, investigation and resolution process for reports of sexual misconduct. She also coordinates the University's compliance with Title IX. Dr. Martin oversees the investigation and resolution of all reports of sexual misconduct. Included in that process are the steps listed below:

- Meet with any individual, whether a Reporting Party, a Responding Party, or a third party, to discuss interim measures, resources, and procedural options on and off campus;
- Ensure prompt and equitable resolutions that comply with all requirements and timeframes specified in the complaint procedures;
- Conduct on-going and annual climate checks, tracking, and monitoring of sexual misconduct allegations on campus; and,
- Coordinate all training, education and prevention efforts.

2. Initial Assessment

The University will address all reports of sexual misconduct. The Title IX Coordinator, will oversee the University's Title IX review process.

In every report of sexual misconduct, the University, through the Title IX Coordinator, will make an initial assessment of any risk of harm to individuals or to the campus community and will take steps necessary to address those risks. These steps will include interim measures to provide for the safety of the individual and the campus community.

The University's responsibility to review and respond to all allegations of misconduct exists regardless of whether that review culminates in additional investigation or goes before a Hearing Board, and exists independently of the criminal justice process.

3. Investigation

The Title IX Coordinator may determine if an investigation of the report of sexual misconduct should be conducted. This determination is based on a variety of factors, such as the Reporting Party's wish to pursue disciplinary action, the risk posed to any individual or the campus community by not proceeding, and the nature of the allegation. The Title IX Coordinator may designate an investigator of her choosing. Any investigator used by the University, whether internal or external, must have specific training and experience investigating allegations of sexual misconduct.

The investigator will coordinate the gathering of information from the Reporting Party, the Responding Party, and any other individuals who may have information relevant to the determination. The investigator will also gather any available physical or medical evidence, including documents, communications between the parties, and other electronic records as appropriate. The investigator may also consider prior allegations of, or findings of responsibility for, sexual misconduct by the Responding Party. In gathering such information, the investigator will comply with applicable laws and Bay Path University policies. The investigation will be thorough, impartial and fair, and all individuals will be treated with appropriate sensitivity and respect.

Information gathered during the investigation will be used to evaluate the responsibility of the Responding Party, provide for the safety of the individual and the University campus community, and impose remedies as necessary to address the effects of the alleged conduct. Any investigative report will serve as the foundation for all related resolution processes.

4. Request for Confidentiality

Where the University has received a report of sexual misconduct, but the Reporting Party requests that his/her identity remain confidential or that the University not pursue an investigation, the University must balance this request in the context of its responsibility to provide a safe and non-discriminatory environment for all University community members. The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, but its ability to investigate may be limited by the request for confidentiality. Under these circumstances, the University will weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment, any potential threats to community safety, the respective ages and positions of the Reporting Party and the Responding Party, whether there have been other harassment complaints against the Responding Party, and the Responding Party's right to receive information under applicable law.

At all times, the University will seek to respect the request of the Reporting Party, and where it cannot do so, the University will consult with the Reporting Party and keep him/her/them informed about the chosen course of action.

5. Time Frame for Resolution

The investigation and resolution (including appeal) of all reports will generally be completed within 60 to 90 days. Extenuating circumstances including the complexity and severity of a complaint may arise that require the complaint process to extend beyond 60 to 90 days. In general, a Reporting Party and Responding Party can expect to receive periodic updates as to the status of the review or investigation.

In the event that the investigation and resolution exceed this time frame, the University will notify all parties of the need for additional time and best efforts will be made to complete the process in a timely manner.

6. Withdrawal or Resignation While Charges Pending

Bay Path University does not permit a student to withdraw if that student has an allegation pending for violation of the policy on sexual misconduct. Should a student decide to leave and/or not participate in the investigation, the process will nonetheless proceed in the student's absence to a reasonable resolution and that student will not be permitted to return to the University unless all sanctions have been satisfied. The student will not have access to an academic transcript until the allegations have been resolved.

7. Appeals

All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within three (3) days of the delivery of the written finding of the Title IX Coordinator. Any party may appeal the findings and/or sanctions only under the grounds described, below.

Any party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).
- To consider new evidence, unknown or unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed fall outside the range of sanctions the University has designated for this offense and the cumulative record of the responding party.

Appeals will be reviewed by the Provost. The original finding and sanction/responsive actions will stand if the appeal is not timely or is not based on the grounds listed above, and such a decision is final. The party requesting appeal must show that the grounds for an appeal request have been met, and the other party or parties may show the grounds have not been met or that additional grounds are met. The original finding and sanction are presumed to have been decided reasonably and appropriately. When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party(ies), who may file a response within three (3) days and/or bring their own appeal on separate grounds. If new grounds are raised, the original appealing party will be permitted to submit a written response to these new grounds within three (3) days. These response or appeal requests will be shared with each party.

If the Provost finds that at least one of the grounds is met by at least one party, additional principles governing the hearing of appeals will include the following:

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only where there is clear error and to the sanction/responsive action only if there is a compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation. In most cases, appeals are confined to a review of the written documentation or record of the investigation, and pertinent documentation regarding the grounds for appeal. An appeal is not an opportunity for appeals panelists to substitute their judgment for that of the original investigator(s) merely because they disagree with its finding and/or sanctions.
- Appeals granted based on new evidence should normally be remanded to the

Investigator(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator.

- Sanctions imposed are implemented immediately unless the Title IX Coordinator or designee stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
 - For students: Graduation, study abroad, internships/ externships, etc. do NOT in and of themselves constitute exigent circumstances and students may not be able to participate in those activities during their appeal.
- The Title IX Coordinator will confer with the Provost, incorporate the results of any remanded grounds, and render a written decision on the appeal to all parties within three (3) days of the resolution of the appeal or remand.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand.
- All parties will be informed in writing within three (3) days of the outcome of the appeal, without significant time delay between notifications and in accordance with the standards for notice of outcome as defined above.
- In rare cases where a procedural or substantive error cannot be cured by the original investigator(s), the Provost may recommend a new investigation, including a new Investigator. The results of a remand cannot be appealed. The results of a new investigation can be appealed, once, on any of the three applicable grounds for appeals.
- In cases where the appeal results in reinstatement to Bay Path University or resumption of privileges, all reasonable attempts will be made to restore the Responding Party to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

8. Long-Term Remedies/Actions

Following the conclusion of the investigation and in addition to any sanctions implemented, the Title IX Coordinator may utilize long-term remedies or actions to stop the harassment or discrimination, remedy its effects and prevent their reoccurrence. These remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Education to the community
- Permanently altering the housing situation of an the Responding Party (resident student) or the Reporting Party (resident student), if desired
- Providing campus escorts
- Climate surveys
- Policy modification
- Providing transportation accommodations
- Implementing long-term contact limitations between the parties
- Offering adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, long-term remedies may also be provided even when the Responding Party is found not responsible.

The institution will maintain as confidential any long-term remedies/actions or protective measures, provided confidentiality does not impair the institution's ability to provide the actions or protective measures.

9. Failure to Complete Sanctions/Comply with Interim and Long-term Remedies/Responsive Actions

All responding parties are expected to comply with conduct sanctions, responsive actions and corrective actions within the timeframe specified by the Title IX Coordinator. Failure to abide by these conduct sanctions, responsive actions and corrective actions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions/responsive/corrective actions and/or suspension, expulsion and/or termination from Bay Path University and may be noted on a student's official transcript. A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Anti-Harassment and Anti-Discrimination Policies

Anti-Harassment/Anti-Discrimination

In order to achieve its mission of educating students to become confident and resourceful contributors to our increasingly interdependent world, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Anti-Harassment/ Anti-Discrimination Policy located in the Student Guidebook. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on an employee's sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran's status, gender identity, genetic testing or information. These forms of discrimination and harassment are illegal, and Bay Path University will not tolerate any form of such discrimination or harassing conduct or behavior by an employee, vendor, client, contractor, Board Member or any visitor of Bay Path University. The University recognizes the right of all employees and students to be treated with respect and dignity. Harassment and discrimination in any form is unacceptable behavior and will not be tolerated.

This policy is designed to do the following:

- reaffirm the University's commitment to providing a positive, humane environment for study and work free from harassment;
- let all members of the University community know what kind of conduct is expected and what kind of conduct is proscribed;
- inform victims of harassment, including sexual harassment, of their options and rights;
- inform all members of the University community about the procedures available at the University for addressing, investigating, and resolving harassment complaints, including sexual harassment complaints;
- protect the rights and confidentiality of all parties to harassment complaints to the extent possible; and
- prevent retaliation against persons alleging sexual and other unlawful harassment or against persons cooperating in an investigation.

Prohibited Conduct

Harassment - Acts or communications addressed to individuals or groups because of race, national origin or ancestry, religion, gender, sexual orientation, age, disability, marital status, military or veteran's status, gender identity, genetic testing or information is similarly prohibited by this policy.

Examples of impermissible harassment, including racial harassment, include the following:

- The use of physical force or violence to restrict the freedom or movement of another person or to endanger the health and safety of another person based on the person's race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran's status, gender identity, or genetic testing or information;
- Physical or verbal behavior that involves an express or implied threat to interfere or has as its purpose or has the reasonably foreseeable effect of interfering with an individual's personal safety, academic efforts, employment, participation in University-sponsored extracurricular activities because of the individual's race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran's status, gender identity, or genetic testing or information and which causes that individual to have a reasonable apprehension that harm is about to occur;
- Any type of conduct that has the effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or learning environment;
- Epithets, slurs or derogatory comments based on a person's race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran's status, gender identity, or genetic testing or information. It should be emphasized, however, that isolated instances (e.g. a single comment or joke) ordinarily will not constitute harassment unless it is repeated or egregious.

Harassment may not be present if the conduct is welcomed and encouraged. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted.

Sexual Harassment

Sexual harassment is a form of behavior that adversely affects the employment relationship and is prohibited by State and Federal law. The University condemns and prohibits sexual harassment by any employee or student.

Sexual harassment does not refer to voluntary social activities among employees. Instead, it refers to behavior that is not welcomed by the employee, which is purely offensive to her or him, and which undermines morale and /or interferes with the ability of the employee to work effectively. Sexual harassment includes unwelcome actions such as:

- sex-oriented verbal abuse
- sexual remarks or jokes
- physical contact including patting, pinching or repeated brushing against another person's body
- demands or requests for sexual favors accompanied by implied or overt promises of preferential treatment or threats concerning an individual's status as an employee
- actual or attempted rape or assault

It is, therefore, against the policies of the University for any employee, male or female, to harass another employee sexually, that is, by making unwelcome sexual advances, requests for sexual favors, or other uninvited verbal or physical conduct of a sexual nature when:

- submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term of condition of employment or as a basis for employment decisions;

- such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment;
- retaliation is threatened or undertaken against an individual who complains that such conduct is interfering with her or his work performance.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether intended or not, that is unwelcome and has the effect of creating an educational environment or work place environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- unwelcome sexual propositions, invitations, solicitations, and flirtations; leering;
- unwelcome and inappropriate touching, patting, fondling, pinching, or obscene gestures;
- seeking sexual favors or relationships in return for the promise of a favorable grade or other academic or employment benefit or opportunity;
- conditioning an academic-related action (such as a grade, assignment, or refraining from discipline) on a sexual favor or relationship;
- unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendos; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
- sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body; comment about an individual's sexual activity, deficiencies, or prowess;
- sexually suggestive objects, pictures, cartoons, videotapes, audio recordings or literature, or computerized transmissions placed in the work or study area, that may embarrass or offend individuals, subject to general principles of academic freedom as defined in the Faculty Handbook;
- in the case of co-workers or individuals in positions of authority, conduct of the nature set forth above when the effect is to unreasonably interfere with the ability of a person to perform his or her employment or academic responsibilities, or when the effect is to create an offensive, intimidating and/or hostile working or learning environment for that person.

Unwelcome sexual behavior toward another employee or student, which is sufficiently severe or pervasive to alter the conditions of the victim's employment or academic surroundings and results in a work or educational environment that a reasonable person would find abusive or offensive creates a "hostile environment."

Isolated instances (e.g., a single sexual overture, comment, invitation or joke) ordinarily will not constitute sexual harassment unless there is repetition or the circumstances are egregious. In this regard, occasional compliments also do not constitute sexual harassment. Sexual behavior that is

welcomed and consensual may not constitute sexual harassment. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted.

Supervisor/Director Relationships/Consensual Relationships

Bay Path University very strongly discourages consensual relationships of an intimate or sexual nature among co-workers. These types of relationships can result in a breach of confidentiality, reduced objectivity, slowed productivity, excessive socializing, preferential treatment, arguing on the job and charges of sexual harassment if the relationship ends badly.

Although Bay Path University does not prohibit consensual relationships among co-workers, it has adopted a policy prohibiting supervisor/supervisee consensual relationships. Under this policy parties have a thirty-day penalty free window to report the relationship to Human Resources. Human Resources will work with the Vice President of the division(s) to determine how the reporting relationship can be removed. Actions could include transfer of either party and/or demotion of the supervisory level of employee. Supervisors who engage in dating relationships with subordinates and do not report the relationship to Human Resources will be subject to disciplinary action, up to and including discharge from employment.

The University prohibits relationships of an intimate or sexual nature between faculty or staff members and students, because among other reasons, they pose great potential for sexual harassment problems. For example, consider students who are currently enrolled in a class taught by a faculty member or who are currently employed by a faculty or staff member in any capacity. Because the question of consent is complicated by the difference in power that exists between faculty or staff and students in such circumstances, and, the difference in power can give rise to the appearance of impropriety, faculty and staff are prohibited from entering such relationships with students.

Procedure for Dealing with Harassment

An initial course of action for anyone who feels that she or he has been harassed may be for that person, either alone or with another employee, or another student in the case of a student working for the University, to emphatically tell or otherwise inform the harasser that the conduct is unwelcome, offensive, violates this policy, and must stop. This may solve the problem, and if it does, further proceedings will usually not be necessary.

Employees who become aware of inappropriate discriminatory or harassing conduct toward another employee that they believe is prohibited by this policy must immediately report the matter to the Director of Human Resources. An employee who in good faith reports a suspected violation of this policy shall not suffer harassment, retaliation or adverse employment consequences from other employees or the University. An employee who retaliates against someone who has reported a suspected violation in good faith is subject to discipline up to and including termination.

Any faculty or staff who perceives herself or himself as a victim of harassment may also contact their division Vice President to discuss the harassment complaint. The Vice President has an obligation to notify the Director of Human Resources of such a complaint and will work with the director to determine if an acceptable solution can be achieved. If an acceptable solution is not attained, a formal investigation will be initiated.

If the person who believes she or he has been the victim of harassment decides that she or he wishes to file a formal complaint this may be done in writing or orally to the Director of Human Resources, 588 Longmeadow Street, Longmeadow, MA 01106, telephone (413) 565-1252.

Complaint Investigation

When the University receives the complaint it will promptly investigate the allegation of harassment in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent possible under the circumstances. The division Vice President and/or the President will be notified that an investigation is being initiated. Our investigation will include a private interview with the person filing the complaint and with the witnesses. We will attempt to interview the person alleged to have committed the harassment. Only those with a need to know will be apprised: (1) that an investigation is taking place; (2) of the results of an investigation; or (3) of the facts upon which the allegation of harassment is based.

Following the investigation, the University will make the final determination as to the merits of the complaint. If the University finds that the allegations in the complaint have been established by the investigation, the University will act promptly to attempt to eliminate the offending conduct, and where it is appropriate, it will impose disciplinary action appropriate to the offense. Such action may range from counseling to termination and may include such forms of disciplinary action as deemed appropriate under the circumstances.

When a complaint or the outcome of an investigation warrants notification of local law enforcement, the President will be notified and the University will cooperate with the investigation to the best of its ability.

Harassment Involving Only Students

Every effort has been made to make this policy and the procedures set forth herein consistent with the Policy for students. A student who perceived herself or himself to be the victim of harassment may report the incident to the Vice President for Planning and Student Development, the Dean of Student Success, the Director of Residence Life, or the Director of the Counseling Center at 588 Longmeadow Street, Longmeadow, MA 01106, in accordance with the Anti-Harassment/ Anti-Discrimination Policy in the Student Guidebook.

Confidentiality

It is expected that, at all states of any proceedings under this policy, confidentiality will be maintained to the greatest extent possible in the discretion of the University.

All records of all alleged incidents of harassment, resolution, and any disciplinary action shall be kept in confidence for three years after the termination of all individuals involved.

Retaliation

Any retaliation against an individual bringing a complaint or participating in an investigation under this policy is strictly forbidden and unlawful, and will result in appropriate disciplinary actions.

Malicious, False Accusations

Any knowingly false or malicious complaints of discrimination or harassment will result in disciplinary action, up to and including termination of employment and/or permanent expulsion.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to discrimination or harassment, including sexual harassment, you may file a formal complaint with either or both of the

government agencies set forth below. Using the University complaint process does not prohibit you from filing a complaint with these agencies. The following agencies are responsible for the enforcement of employment discrimination laws:

Massachusetts Commission Against Discrimination Boston Office

One Ashburton Place – Room 601
Boston, MA 02108
(617) 994-6000
TTY: (617)994-6196

Massachusetts Commission Against Discrimination

436 Dwight Street, Room 220
Springfield, MA 01103
(413) 739-2145

Equal Employment Opportunity Commission

One Congress Street, 10th Floor
Boston, Massachusetts 02114
(617) 565-3200

Active Engagement

At Bay Path University, we believe that students learn through being actively engaged in their classes, both online and on-ground. This engagement is also central to their personal growth and to their future contributions in their workplace, families, and society. Students are expected to empower one another and to encourage the active and positive participation of their peers. As a result, it is imperative that active engagement is assessed regularly in all classes, and that it is included systematically in all course grades. The goal of the policy is for students to reflect and improve upon their active engagement level throughout their course(s).

- Students should be made aware of this policy and be invited to participate in weekly self-assessments using one of the Active Engagement Rubrics (rubrics will be posted with course materials in CANVAS). Students should complete this self-assessment and submit it to the instructor at the end of the class/discussion time each week.
- Faculty should assess students each week using the rubrics, considering the self-assessment submitted by the student. Helpful feedback to the student is required.
- Grades for active engagement should be entered into the CANVAS Learning Management System (or they can first be assessed on paper and then scores/comments can be entered into the CANVAS rubric).
- Active engagement should be weighted as 30% of a student's course grade in the on-ground classes, just as discussion is weighted as 30% of the course grade in online classes.

Assessment Activities

As declared by its mission, *"a Bay Path University education empowers undergraduate women and graduate women and men to become leaders in their careers and communities with an innovative approach to learning that prepares students to flourish in a constantly changing world."* As its mission reveals, Bay Path's primary function is to propel student learning while preparing students to serve as agents of change and positive impact in their lives beyond the University. On a daily basis, Bay Path renews its commitment to its mission by embracing its responsibility to the Bay Path

community of students, faculty, and staff to deliver an educational experience of the highest quality.

Throughout students' educational journey, there is no single question asked with greater frequency by more members of the Bay Path community or that warrants greater consideration and effort than the question, "how are students progressing in their learning?" It is the central charge of assessment to address this question through the evaluation, documentation, exchange, and reporting of the achievement of student learning outcomes.

Students know that the successful completion of a course or a term does not signal the conclusion of learning. Similarly, the responsibility for assessment does not end with efforts to answer the question of how are students progressing in their learning. Rather, the larger purpose of assessment is to continuously enhance the Bay Path experience by amplifying the voices and experiences of students as key sources of institutional learning. By placing students at the center of the assessment experience, student consensus readily emerges regarding the aspects of the Bay Path experience that both exceed student expectations and require attention. Consensus perspectives are highly actionable, thereby enabling Bay Path to build upon program successes and pursue improvements.

Surveys - Placing Students at the Center of the Assessment Experience

Bay Path undertakes assessment from a holistic perspective, combining analyses of student performance by faculty with student self-report information obtained via a variety of surveys (e.g., nationally normed and locally developed). Placing students at the center of this holistic assessment experience is possible when the assessment process conveys value and opportunity for students to participate. Bay Path strongly encourages students to place themselves at the center of the assessment experience by providing input through the following sample of surveys administered at Bay Path:

Graduating Student Survey (GSS) - Graduating students across divisions complete the Graduating Student Survey prior to Commencement. The survey solicits students' perspectives and qualitative suggestions regarding the Bay Path experience and post-graduate outcomes.

Women Empowered as Learners & Leaders (WELL) Survey - Bay Path administers this survey to all traditional undergraduate students during their participation in WELL 100, the first of a brief series of courses designed to cultivate leadership and position students for career success.

Student Learning Outcomes Assessment

Assessment of student learning in academic programs, inclusive of the Core Curriculum, forms the foundation of the University's efforts to ensure that students are achieving the outcomes of a Bay Path education. Each academic program at Bay Path has articulated student learning outcomes that reflect the knowledge, skills and abilities that students are expected to possess during and at the conclusion of a course or program of study. The student learning outcomes for each program are included in this Catalog. Students' academic performance in courses, assessed in the aggregate, is summarized annually and compared to established criteria for acceptable levels of knowledge or skill acquisition. The results of these annual assessments are used by Bay Path faculty to enhance the University's curriculum and delivery of instruction.

Attendance Policy

Due to the accelerated nature of The American Women's College, the following attendance policy is enforced:

- All students are required to attend the first class – **NO EXCEPTIONS.**
- Students taking on ground classes must attend the first Saturday of classes each session.
- Students taking classes online must complete an assignment and/or discussion board post by 11:59pm EST on the first Sunday of each session.
- Please see the Academic Calendar, located in the beginning of the catalog, for official session start dates.

Accelerated degree programs within The American Women’s College of Bay Path University are carefully designed with dynamic learning experiences involving substantial class participation. Attendance is critical for all scheduled classes, whether the class is taught on-ground, online, or in hybrid format. Faculty will monitor and record attendance for all classes. In accordance with the federal and state financial aid requirements, the University will maintain accurate records of student attendance.

Required First Class Participation

All students are required to participate in the first meeting of a course. In courses offered on-ground or hybrid, this means attending and participating in the first face-to-face class session. In the case of an online course, students must submit their first assignments (typically due Thursday of the first week) and access their course in CANVAS by midnight EST on the first Saturday of the session.

Administrative Drop from Class (Missing the first class session of a single course)

Students who fail to attend their first class session in the manner described above will be administratively dropped from that course. The Registrar’s Office will contact these students via their Bay Path email, copying the student’s primary academic advisor. In this email, students will be informed of their impending drop.

Administrative Drop from Institution (Missing the first class session of all courses in a session)

Students who fail to attend their first class meeting of all of their courses in a session will be administratively dropped from all courses for which they are registered in that semester and may be withdrawn from the institution. The Registrar’s Office will contact these students via their Bay Path email, copying the student’s primary academic advisor. In this email, students will be informed of their impending drop from all courses for the semester, withdrawal from the institution, and the return of their financial aid.

Enrollment Status Form

If the student wishes to continue to be registered for classes in later sessions of that semester, she must complete an Enrollment Status form. This form is sent a link in the email by the Registrar’s Office. By submitting their intent to continue form to Bay Path University, students indicate that they wish to remain enrolled at the institution, while also maintaining their future registrations. The student must submit the digital form by midnight EST on the Friday before the second scheduled Saturday of the session.

If the student fails to submit the Enrollment Status Form by the stated deadline – or indicates that she does not wish to continue – the Registrar’s Office will administratively drop her from all current and future courses, while also administratively withdrawing her from the institution.

Planning Ahead to Return

New students who wish to defer their enrollment should consult their admissions counselor.

Returning students who wish to remain enrolled at the institution should contact their academic advisor.

Dropping or withdrawing from course(s), whether initiated by the student or the institution, may significantly affect a student's financial aid.

No Exceptions

There are no exceptions to the attendance policy. If you have questions regarding this policy, please contact your academic advisor.

Class Cancellation Policy

While classes may be canceled unexpectedly, it is the University's policy **not** to cancel classes in which an announced examination, presentation, or other graded exercise is scheduled. Students should **not** assume that notices on classroom doors are official. Students should refer to the "Campus News Board" on the MyBayPath portal for information on course cancellation. It is the students' responsibility to verify class cancellations if they choose not to wait in the classroom for the professor to arrive. It is up to the discretion of the professor as to how to deal with absences based on false information about class cancellations. Students should refer to the CANVAS course for an alternate assignment, which will be due at the start of the next class. If the last class is unexpectedly cancelled, the due date (within a few days) will be posted on CANVAS by the instructor. Students should also call the administrator on duty to report a late/absent professor and ask for help determining if the class will be held.

Confidentiality of Student Records (FERPA)

The University complies with the Family Education Rights and Privacy Act of 1974, as amended, which governs the maintenance of student records. Under the Act, students may inspect and review their records and generally prohibit disclosure of personally identifiable information; however, the Act permits disclosure without consent in certain instances including disclosure to faculty or administrators who have a legitimate educational reason for accessing the file and to parents of dependents as that term is defined by the Internal Revenue Service.

"Directory Information" shall be available without limitation to any interested party unless the student specifically requests that any or all directory information be withheld. A student may limit the release of directory information for any given year by filing a request with the Registrar's Office. The University has defined "directory" information to include:

- Student's name
- Participation in officially recognized activities and sports
- Degree and awards received
- Major fields of study
- Dates of attendance
- Most recent educational institution attended
- Other similar information as defined by the institution

The Act affords students the following rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the

correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Another exception which permits disclosure without consent is to parents of a student termed "dependent" for income tax purposes.

As an undergraduate University, Bay Path assumes that all students who are not continuing education students are dependent unless the University Registrar is otherwise duly notified. In order to be considered independent, students must notify the Registrar and provide proof of status.

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

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605**

5. "Educational records" include any records in the possession of the University which are shared with or accessible to another individual. The following student records are not included among educational records and therefore, are not subject to the Act, provided, however, these records may be protected from disclosure by other provisions of federal or state law.
 - Private notes or records held by educational personnel (these documents become subject to student review only if they are made available to others within the University or to outside parties).
 - Student medical or psychiatric records created and maintained solely for treatment purposes (these documents are regulated by Massachusetts law)

relating to patients' rights. Under this law, students have the right to confidentiality of their medical records as well as the right to inspect and obtain a copy of these records).

- Records of the students which relate exclusively to the students in their capacity as regular employees and which the institution makes or maintains in the normal course of business.
- Records containing information obtained after the student is no longer enrolled, such as post-transfer or alumni records. In addition, certain educational records are not subject to review by the student. This includes financial records and statements of parents and certain confidential letters and statements of recommendation which were placed in the educational records of a student.

Course Evaluation System

The University uses a web-based course evaluation system called CoursEval. Students must complete an online course evaluation at or near the conclusion of each course. Students will be notified via their Bay Path email account when course evaluations are available to be completed.

Declaration of Major

Students enrolled in TAWC programs can choose to major in Business, Criminal Justice, Cyber Security, Health Services Administration, Leadership and Organizational Studies, Legal Studies, Liberal Studies, Nursing, or Psychology. Each of the three campus locations offer different major options. Students must meet all requirements for their major either through courses taken at Bay Path University, transfer credits, CLEP exams, or if available, Prior Learning Assessment.

Declaring a Minor

A declared minor consists of a minimum of 15 credits in a discipline or set of interrelated courses. At least two courses may not be required by the student's major program and one course must be an upper level course.

Declared minors imply some special competence or knowledge beyond the core requirements for a baccalaureate degree and knowledge and/or competence beyond the student's declared major. Students may develop minors in any discipline or area in consultation with their academic advisors, but appropriate Program Directors will approve the proposed minor. Students may not merely divide up the courses required by their majors to create minors. Students should begin to plan their minors with their advisors as early as possible, but usually no later than the third semester, because some courses may have prerequisites which are offered during either a fall or spring semester.

Students must complete the Intent to Minor form found on the Student tab in the portal with the student's academic advisor and appropriate Program Director(s) approval of courses listed and the name of the minor. Completed forms are submitted to the Registrar's Office. Before the minor can be officially added to a transcript the student must have a grade point average for the minor of at least 2.75 with no course grades lower than C-.

Bay Path University cannot guarantee the availability or scheduling of courses that students may wish to count toward the completion of a particular minor.

Policy on Transfer of Undergraduate Courses into Minors

A student wishing to transfer courses into one of the University's minors bears the burden of proving that the courses are appropriate and relevant to the minor. Requests to accept transfer course credits into minors are reviewed on an individual basis by the student's academic advisor and Program Director. A maximum of 6 credits may be transferred into a minor. To ensure the value of a minor, the advisor and Program Director will determine whether the transfer courses are recent enough to apply to the minor or if the courses will apply only to open elective credit. The Program Director has final word on the name of the minor and the application of credits toward a minor; Program Director decisions regarding transfer credits into minors are final and not subject to appeal.

Certificate Programs

Certificate programs have been developed especially for women who wish to explore a new area of interest or to prepare for a new career. Students who are interested in adding a certificate to their degree program should consult with the advisor about fulfilling program requirements. The following certificates are available for online and on-ground students: Business Analytics, Criminal Investigations, Cybersecurity, Digital Marketing Management, Emergency Management, Entrepreneurship, Food Science and Safety, Health and Wellness, Human Services and Rehabilitation, Leadership and Organizational Studies, and Paralegal Studies. Please see advising guides for more information about course requirements.

Degree Options

Bay Path University offers the following degree options to AWC students:

- Associate in Arts
- Associate in Science
- Bachelor of Arts
- Bachelor of Science

Each campus specifies the degrees offered at its location. The type of degree that a student is awarded is dependent on the selected course of study and major. Certificates and minor courses of study are also offered. Students are advised to consider these degree options with their advisor when planning their course schedules.

Dual Degrees and/or Majors

The accelerated format of TAWC do permit students to pursue double majors under the B.S. in Business degree program. Please direct all questions about double majors to the business program director, as every major has different requirements.

Experiential Learning

Student may earn credit for experiential learning as part of their required and elective courses. Experiential learning includes community service learning, community-based action projects, and/or independent research projects. Generally, experiential learning opportunities are embedded in the curriculum and students engage in such hands-on learning through course assignments.

Institutional Review Board (IRB) Policy

In 1974, as a result of national and international concerns regarding the protection and respect of human research participants, the federal government enacted the National Research Act that established the Institutional Review Board (IRB) system. The IRB standards are overseen by the

Department of Health and Human Services (DHHS) in Title 45 Part 46 of the Code of Federal Regulations. By federal law, institutions that accept research funding from the federal government must have an IRB to review all research involving human subjects (even if a given research project does not involve federal funds) and safeguard the rights and welfare of people (and animals) participating in research. In addition, the IRB at Bay Path University has the authority to approve or disapprove research proposals or require modification in research proposals to have the proposals meet the IRB guidelines. Proposals for research that have been approved by the Bay Path University IRB are further subjected to review and possible disapproval by the University administration but the administration cannot approve applications that have previously been denied approval by the IRB. Members of the IRB committee will not participate in the review of any research application to the IRB that may constitute a conflict of interest.

The Role of the IRB

As part of that IRB system, the Institutional Review Board (IRB) at Bay Path University is a standing committee of at least five full-time faculty members who are familiar with human subjects research, and who value community and cultural sensitivities. The charge to the committee is to promote and protect respect for all research participants and research activity affiliated with the University. All research activities involving any Bay Path community members (including staff, administrators, faculty or students) or any Bay Path resources must comply with Bay Path IRB procedures and policy as stated below.

The policies and procedures of the Bay Path IRB apply to all research that meets all or any of the following conditions:

1. The research is conducted by one or more members of the Bay Path University community (including staff, administrators, faculty and students).
2. The research uses Bay Path University resources.
3. The goal of the research is to contribute to knowledge either through publication or report to an appropriate community beyond the boundaries of the University itself.

The policies and procedures of the Bay Path IRB *do not* apply if all of the following conditions are met:

1. The goal of the research is to teach and the research findings are not published or reported beyond the relevant course or classroom.
2. The research is designed so that no individual can be identified or linked to the collected data.
3. The subjects of the research are only students or personnel of Bay Path University.
4. The faculty overseeing the research project assumes full responsibility for adherence to all applicable laws, policies, ethical standards and regulations.

IRB Procedures

An application for IRB approval must be submitted by the principal investigator (PI) whenever IRB approval for research is required. The IRB will determine if the application requires IRB approval or if it is exempt from IRB review. There are three possible outcomes if the application is reviewed by the IRB:

1. The application for research may be approved and notification of approval sent to the PI.

2. The application for research may be subject to revision before approval, and will be returned to the PI requesting additional provisions, including clarification and/or recommended changes.
3. The application for research may be denied approval, and notification along with reasons for the denial sent to the PI.

Decisions regarding approval or disapproval of applications are usually made within two weeks (14 days) of submission. Under most circumstances, applications for IRB approval are to be submitted electronically. Questions or concerns regarding IRB procedures should be addressed to the IRB Committee Chair or the Office of Academic Affairs. Records and documents relating to the Bay Path IRB, including applications and attachments, executed consent forms, waivers, and authorizations, as well as minutes and correspondence of the IRB committee, are kept confidentially in the Office of Academic Affairs. All records filed regarding the activities, decisions, and procedures of the IRB are property of Bay Path University.

Learning Management System

The University uses a web-based learning management system (LMS) called Canvas in all programs at both the undergraduate and graduate levels. This system allows for the electronic posting of educational materials for each course and can be accessed from computers and mobile devices from both on and off campus. Students are required to obtain their course syllabus from the LMS for each of their courses. Students are expected to keep copies of all work submitted through their online classrooms because access to the learning management system is not indefinite and concludes after a student departs the University. Should a student withdraw from a course, access to the online classroom for that course is terminated.

Leave of Absence and Stop Out Policy

Undergraduate and graduate students may need to interrupt their enrollment for a period of time, for a variety of reasons. Guided by federal student financial aid guidelines, Bay Path University defines two types of interrupted enrollment: Leave of Absence and Stop Out. This policy does not apply to absences from class(s) for short-term reasons, including but not limited to illness.

Related policies on course withdrawals, refunds and withdrawal from the University should be reviewed and considered by a student contemplating a leave of absence.

Leave of Absence

A student who in good standing with the University and needs to interrupt enrollment may be eligible for an approved Leave of Absence (LOA). Students on an approved LOA are eligible for student loan repayment deferment and are generally guaranteed re-enrollment immediately following the end of the LOA. An approved leave of absence will be granted only in the following circumstances:

- Serious student medical problems
- Pregnancy
- Death or serious illness of an immediate family member
- Military duty (see section on military leaves of absence).

Students seeking a leave of absence must obtain and fully complete the Enrollment Status Change Form available on the Student tab in the portal. The following conditions apply to an approved leave of absence:

- Students must be in good conduct and academic standing and meet satisfactory academic progress standards at the time of the request.
- The Enrollment Status Change Form must be completed in full, including the period of time for the leave of absence, the specific date of return, the reason for the leave and the student's signature.
- The total duration of all leaves may not exceed a total of 180 days in a 12-month period. If the student does not return within the time agreed upon and has not contacted the University, s/he will be administratively withdrawn from the University within 24 hours of the end of the approved leave of absence.
- Students are required to submit appropriate documentation for the reason requesting the approved leave of absence with their Enrollment Status Change Form. Enrollment Status Change Form submitted without appropriate documentation will not be approved. All documentation will be kept confidential and private consistent with the terms of this policy and the business needs of the University.
- Contemporaneously with the leave request, students must discuss their leave of absence with their academic advisor and the appropriate divisional representative (the Director of Advising and Retention for traditional and graduate students and the Deputy Chief Learning Officer for the American Women's College). Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.
- Contemporaneously with the leave request, students receiving financial aid must discuss the proposed leave of absence with a representative from the Student Financial Services Office to determine the impact on student financial aid. Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.
- Students on an approved leave of absence will have a maximum of 48 hours to vacate the residence hall and campus. Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.
- Students on an approved leave of absence may not attend classes, participate as a member of a student organization (including athletics) or be on campus for any reason without prior written permission from the Director of Advising and Retention, in consultation with the Assistant Provost & Dean, Division of Student Engagement & Liberal Studies.

International students are eligible to take an LOA due to medical reasons. Students must obtain appropriate medical documentation recommending the LOA for medical reasons and must notify the SEVIS Coordinator at Bay Path University. Students who remain in the United States without obtaining advanced approval for medical LOA will be considered out of status for their international student status. International students who take a non-medical leave of absence, withdraw voluntarily or are suspended or required to withdraw from the University are required to leave the United States within 15 days of this action. The only exception to these rules is a medical leave of absence.

Financial Aid Implications of a Leave of Absence

Financial aid recipients considering a leave of absence should be aware of the implications to their financial aid. Students approved for a leave of absence are eligible to have their student loans deferred for the period of the leave. Students who do not meet the above criteria for a leave of absence are not eligible for an in-school loan deferment status, which means that repayment of the loans will be required if enrollment status falls below half-time.

Financial aid awarded, but not used, prior to a leave of absence is not carried over if the student returns to full-time enrollment at the conclusion of the leave of absence. Students must re-apply for aid following an approved leave of absence, according to the policies and procedures applicable to that period as determined by the Student Financial Services Office.

For purposes of administering federal financial aid, a student who is receiving Title IV financial aid funds and is not granted a leave of absence based upon the above guidelines will be considered as withdrawn from Bay Path University (for financial aid purposes only).

Student Loan Repayment of a Leave of Absence

If students are on a leave of absence from the University and do not meet the above criteria, their lender or federal loan service agency will move their loan from an in-school status to a grace or repayment status as required. While on a leave of absence, students may be able to postpone repayment by obtaining a deferment or forbearance from their loan servicer(s) as a result of unemployment or economic hardship. Students should contact their loan servicer(s) for more information about loan repayment. Students may review their federal loan history and determine their loan service agencies by visiting the National Student Loan Data System website at www.nslds.ed.gov. Once they re-enroll on a half-time or greater basis, they may be able to request deferment for “in-school” status.

Military Leave of Absence

The following options exist for a student called to active duty in the military during an academic semester. The student may select one of the first three options and option four, if applicable, by immediately contacting his/her academic advisor or the Registrar’s Office. The student must also file written verification of the activation order as soon as it becomes available with the Registrar at Bay Path University.

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

during the semester be released from her contractual obligations for room and board. Room and board charges will be refunded for the unused portion of the contract on a pro rata basis.

Return from a Leave of Absence

At least six weeks prior to the start of the semester, the student must contact by email the Registrar's Office stating his/her intention to re-enroll at the end of the approved leave of absence. Students intending to reside on campus must also contact the Assistant Dean of Students. Students returning from a medical leave must provide Health Services with appropriate documentation from their health care provider indicating their readiness to return to the University with or without accommodations.

Contemporaneously with the request to re-enroll, students must contact Student Financial Services to discuss financial aid and payment options. Failure to follow these procedures within the designated time period may result in the denial of re-enrollment.

Stop Out

A student who is not eligible for an approved leave of absence, but leaves the University with the intention of returning at a later time, will be considered a Stop Out.

Students seeking a Stop Out must obtain and fully complete the Enrollment Status Change Form, available from the Registrar's Office. The following conditions apply to a Stop Out:

- Students must be in good conduct and academic standing and meet satisfactory academic progress standards at the time of the request.
- The Enrollment Status Change Form must be completed in full, including the period of time for the stop out, the specific date of return, the reason for enrollment interruption and the student's signature.
- Contemporaneously with the stop out request, students must discuss their proposed enrollment interruption with their academic advisor and the appropriate divisional representative (the Director of Advising and Retention for traditional and graduate students and the Deputy Chief Learning Officer for the American Women's College). Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.
- Contemporaneously with the stop out request, students receiving financial aid must discuss the proposed enrollment interruption with a representative from the Student Financial Services Office to determine the impact on student aid. Exceptions must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the University.

Financial Aid Implications of a Stop Out

Financial aid recipients considering a stop out should be aware of the implications to their financial aid. Students on a Stop Out are not eligible for an in-school loan deferment status, which means that repayment of the loans will be required if enrollment status falls below half-time.

For purposes of administering federal financial aid, a student who is receiving Title IV financial aid funds and is not granted an approved leave of absence based upon the Leave of Absence policy will be considered as withdrawn from Bay Path University (for financial aid purposes only).

Student Loan Repayment of a Stop Out

If students are on a Stop Out, a lender or federal loan service agency will move their loan from an in-school status to a grace or repayment status as required. Students may be able to postpone repayment by obtaining a deferment or forbearance from their loan servicer(s) as a result of unemployment or economic hardship. Students should contact their loan servicer(s) for more information about loan repayment. Students may review their federal loan history and determine their loan service agencies by visiting the National Student Loan Data System website at www.nsls.ed.gov. Once they re-enroll on a half-time or greater basis, they may be able to request deferment for “in-school” status.

Online Learning Policies and Procedures

All policies and procedures relevant to online learning are clearly outlined in the course syllabus. Questions and concerns should be referred to the Program Director, Deputy Chief Learning Officer, and/or Deputy Chief of Academic Technology in which the course is offered.

Ownership of Intellectual Property

The Intellectual Property Policy of Bay Path University establishes criteria concerning the development, use, ownership, management, and marketing of intellectual property. This policy applies to all persons employed by the University and to students at the graduate and undergraduate levels. The policy applies to any invention, discovery, technology, creation, development, or other form of expression of an idea that arises from the activities of such persons, whether or not the subject matter is protected under the patent, trademark, or copyright laws, and includes the creation of curriculum, curricular support materials, software, internet/web-based materials, and any and all other multimedia courseware and/or materials. Students and those employed by the University and using University facilities while creating intellectual property in collaboration with institutions, corporations, and other organizations outside the University must notify their Program Director or director and the Dean of the applicable school, respectively. Notification must be in writing and cover the scope, intent and outcome of the work.

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

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

Faculty, staff and students may petition for a waiver of the University’s intellectual property rights by submitting a detailed letter outlining the reason for the petition, specific activity to be excluded, a description of the project and the involvement of the petitioner, and any outside affiliations of the project to the Dean. If the University determines in its sole discretion not to

exploit its interest in the intellectual property, the creator will be notified in writing by the University that it is formally waiving its ownership interest in the work. The creator will thereafter be free to do with the intellectual property as he or she determines. In such instances, the University may, at its option, reserve a non-exclusive royalty-free license to use the intellectual property for research and teaching purposes. If the University desires to exploit its interest in the intellectual property, the creator shall assign all rights to Bay Path University in writing as and when requested by the University.

Prior Learning Assessment

Bay Path University recognizes the professional, academic, and personal experiences that adult learners bring with them to the classroom environment. Because we value and want to affirm the diverse ways that adults learn, the University offers Prior Learning Assessment (PLA) to undergraduate adult students. Detailed guidelines for Prior Learning Assessment are available in the PLA Handbook. Bay Path's PLA process begins by taking an online class, PLA250, which meets the standards of the Council for Adult and Experiential Learning (CAEL). In PLA250, students will identify, categorize, and organize learned knowledge and skills. Students will learn how to prepare a portfolio that aligns this knowledge with college level courses; Bay Path University uses a course equivalency system as the basis for all claims for credit. These guidelines are identified in the course textbook.

The portfolio is both a process and a product. The awareness of individual achievement and the potential of receiving college credit can be motivating. As a product, the portfolio is a compilation of documents which include a resume, an autobiographical narrative, written claims for credit, and other required supporting documentation. The process of creating and submitting a portfolio is taught in the PLA course. Upon successful completion of the prior learning course (achieving a grade of C- or better and the submission of a portfolio consisting of one completed claim for credit), the student's portfolio will be submitted for assessment. This first portfolio submission will be assessed at no additional charge to the student. (There are fees associated with the assessment and transcription of any additional prior learning credits.) If a student chooses to pursue additional claims, a final portfolio submission, consisting of any additional claims, will be due at least four (4) months prior to the anticipated date of graduation. As a guideline, students with less than six months until graduation may not be good candidates for this process. The University has set a limit of 36 credits which can be accumulated through this process. It is possible that some programs may not be able to accommodate any prior learning credits.

Exclusions exist for the writing of claims in certain degree programs. The PLA Handbook identifies all general institutional exclusions. The University reserves the right to update or amend the exclusion list at any time at its own discretion.

Reinstatement, Re-Entry and Re-Admittance Policy

Whenever continuous enrollment has been interrupted, students must initiate formal contact with the University to request reinstatement, re-entry and/or re-admittance. Students must be in good financial standing with the University to be eligible to return. Students are subject to all rules, regulations and academic requirements effective at the time of reinstatement, re-entry or re-admittance. Observing the following options will result in the most efficient review and timely decision.

Reinstatement after Academic Dismissal

Reinstatement applies to students who were dismissed or suspended from Bay Path University for academic reasons. Not all students are eligible for reinstatement based upon program

requirements. Students should first contact the Registrar's Office regarding eligibility for reinstatement.

To be considered for reinstatement, the student must submit a letter of appeal to the Deputy Chief Learning Officer at least 30 days prior to the term begin date that:

1. Explains the reason for dismissal and the reason for requesting reinstatement;
2. Briefly lists the issues that caused the student to be academically dismissed and that might challenge the student's success in college classes today;
3. Describes in detail the support systems and strategies the student has put into place and intends to use to address each of these issues; and
4. Supplies any additional documentation upon request.

Reinstatement is not automatic. Students may not be reinstated until at least one semester has elapsed since they were academically dismissed. Appeals are facilitated by the University Registrar and will include appropriate campus personnel. If more than 12 months have elapsed since last enrollment, a student must also apply for re-entry to the University through the Office of Admissions as stated below in the Re-Entry and Re-Admittance policy.

Students whose appeals are granted must meet with the Director of Student Academic Support Services and complete an academic success plan before they will be reinstated. Reinstated students will return on an academic and financial aid probation.

Re-Entry and Re-Admittance Students

U.S. students who have been absent from Bay Path University for fewer than 12 months and were not dismissed may re-enter by submitting a formal letter to the Registrar's Office requesting a return. If more than 12 months have elapsed since last enrollment, a U.S. student must apply for re-admittance to the University through the Office of Admissions. All international students must apply for re-admittance through the Office of Admissions regardless of the time away from the University.

Official transcripts of any academic work attempted or completed since leaving the University must be submitted prior to the beginning of classes in the semester in which a student would like to register. Depending on the academic program intended and the nature of the academic standing at the time of last enrollment, the student may need to provide evidence of the GPA for any coursework taken in the interim. Graduate coursework will not transfer.

For re-entry generally, a request to return to Bay Path will be received by the Registrar's Office and will be considered with the Program Director/Program Director/Academic Director and Dean or Deputy Chief Learning Officer of the division to which a student plans to return if the student:

- a) desires to change academic program or major;
- b) has a previous Bay Path University undergraduate cumulative grade point average below 2.0 or graduate cumulative grade point average below 3.00;
- c) did not meet satisfactory academic progress standards or was otherwise not in good academic standing; or
- d) since leaving Bay Path, has completed additional college study with a grade point average of below 2.0.

The review of the request will include a complete audit of the student's academic record by the University Registrar (Traditional and Graduate) and the Deputy Chief Learning Officer (TAWC).

The academic standing of students upon their departure from the University will be in effect upon their re-entry or re-admittance to the University. Traditional undergraduate students who return to the University must meet with the Director of Student Academic Support Services to establish an electronic learning plan. Students in the American Women's College must development an electronic learning plan with her advisor prior to reinstatement.

Religious Beliefs (Absence Dictated by)

See policy in this Catalog.

Retention Rates

Information on rates of retention are available upon request from the Office of Institutional Research.

Satisfactory Academic Progress and Financial Aid

Undergraduate students are expected to make both quantitative and qualitative progress toward a degree. Bay Path University defines Satisfactory Academic Progress (SAP) as successfully completing coursework in a timely manner and maintaining continued good academic performance. For students to be considered in good academic standing they must maintain a cumulative grade point average (CGPA) of 2.0 or higher while achieving a passing grade in 75% of credits attempted. Cumulative credits accrued include repeated, withdrawn and incomplete courses.

All matriculated students will be reviewed every semester to ensure they are in good academic standing, whether or not they are receiving financial aid. A matriculated student is defined as a student has been officially accepted through the admissions process and is a degree seeking candidate. The University's satisfactory academic progress standards are the same as the Federal requirements for financial aid recipients. To be eligible for student financial aid, students must meet the federal requirements. Federal regulations require that institutions establish, publish and apply standards to monitor the student's progress towards completion of a certificate or degree program in a pace that they can succeed.

Students who fail to meet Bay Path University's standards, will be placed on financial aid warning, probation or dismissed from the University. The Satisfactory Academic Progress Policy applies to both full-time and part-time matriculated undergraduate students at Bay Path University.

Maximum Time Frame for Financial Aid Funding

Students will not be eligible to receive financial aid once they have attempted more than 150 percent of the normal credits required for the degree program. At Bay Path University, this means that students in programs requiring 120 hours for graduation will be eligible for financial aid during the first attempted 180 hours as an undergraduate. All attempted hours are counted, including transfer hours, whether or not financial aid was received or the course work was successfully completed.

Academic Standing Status Definitions

Academic Standing - An undergraduate student enrolled at Bay Path University must have a cumulative grade point average (CGPA) of at least 2.0 to be eligible to graduate. The academic standing status will be assessed at the end of each fall and spring semesters according to the CGPA criteria listed above. Please note that certain programs require

cumulative grade point averages higher than the minimum 2.0 standard. It is the student's responsibility to be aware of the required CGPA for her program.

Good Academic Standing - If a student's CGPA is at or above the minimum standards of 2.0 and the student has achieved a passing grade in 75% of credits attempted then the student is classified as an undergraduate student in good academic standing at Bay Path University. If a student has received an academic warning in the prior term, they are still considered to be in good academic standing.

Academic Warning - During any semester of review, if a student's grade point average (GPA) falls below a 2.0 or she has not achieved a passing grade in 75% of credits attempted then she will be placed on Academic Warning. Students placed on academic warning they will receive a letter from the Registrar's Office and are required to schedule an appointment to meet with an advisor and devise an academic improvement plan no later than the date indicated on the letter.

Based on the student's electronic learning plan, students may have to add/drop/withdraw from courses and/or to select different courses when they pre-register for the following semester. All forms are available from the Registrar's Office.

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

Academic Dismissal

An undergraduate student who does not meet the progress standards for the semester following the one for which she was placed on warning will be dismissed. An academic dismissal means that a student will not be enrolled at Bay Path University for at least one semester. The Registrar's Office will send students a notification letter of dismissal. The student may appeal the institutional academic dismissal. The student is required to submit the request in writing to the Registrar's Office at registrar@baypath.edu (see Appeals Process). If a student's appeal from dismissal is granted, she will be placed on Academic Probation and Financial Aid Probation for one semester. The institutional academic dismissal will be recorded on the student's academic transcript. If a student is taken off academic dismissal, it will also be noted on their transcript.

Academic Probation

If an undergraduate student's appeal from dismissal is granted, they will be placed on Academic Probation and Financial Aid Probation for one semester. Students who are placed on Academic Probation will receive a letter explaining the placement and next steps. Once the student is placed on Academic Probation she is required to setup an electronic learning plan, which may require adjustments to registration for upcoming courses. Students may continue to receive financial assistance during the probationary period as long as they are following the academic improvement plan. Academic Probation will not exceed one semester unless specified in the probationary letter.

At the end of the probationary period, students will be removed from probationary status because both the completion rate and cumulative grade point average (CGPA) standards are met; or students could be suspended from receiving assistance from federal, state, and institutional sources and will receive a letter of Financial Aid Suspension. Failure to meet the standards after an academic reinstatement will result in

academic dismissal. Conditions for return to Bay Path are outlined in the Reinstatement, Re-Admission, Re-Entry Policy.

Financial Aid Suspension

Undergraduate students who do not meet the standards for completion rate and cumulative grade point average (CGPA) are no longer eligible for financial aid until such standards are met. If a student is dismissed from the program they may not return to Bay Path University until one year or two semesters have passed. ****All Financial Aid will be suspended unless the student has appealed the academic dismissal.****

Dismissal Appeal Process

Students who have been dismissed from the University for failing to meet Satisfactory Academic Progress Standards have the opportunity to work with their advisor to appeal this action in writing. The student's advisor provides support and guidance to the student throughout the appeal process and advocates for the student during the appeal hearing.

No later than two weeks after the dismissal notification has been sent, students must submit to the Academic Standards Committee a typed, signed, and dated letter of appeal that outlines the extenuating circumstance(s) that have contributed to their academic difficulties. The Academic Standards Committee includes the Senior Associate Registrar, the Assistant Director of Student Financial Services, and the student's advisor. In addition, students must provide a response to the following question: "What has changed in your situation that will allow you to achieve the Satisfactory Academic Progress standards by the next evaluation period?"

Examples of extenuating circumstances include, but are not limited to: unexpected death or major hospitalization of an immediate family member, extended hospitalization or medical condition of the student, house fire, or victim of a violent crime. Unexpected employment or work issues beyond the student's control may also be considered on a case-by-case basis. These extenuating circumstance(s) should be explained clearly in the appeal letter and must include relevant supporting documentation. Additionally, students must address how your circumstances have changed to ensure future academic success.

Appeals must include supporting documentation. Incomplete appeals or those missing adequate documentation will not be reviewed. In some cases, the Academic Standards Committee may request additional documentation to verify your circumstances. The committee will review your appeal, issue a ruling, and notify you in writing within fourteen (14) days of the appeal deadline. The decision of this committee is final.

How to Regain Financial Aid Eligibility For Pace Standards

If the undergraduate student's appeal is approved, she will be placed on Financial Aid Probation for one semester. If the student meets minimum Satisfactory Academic Progress standards at the end of the semester, s/he will be taken off Financial Aid Probation. If it is **not** possible for the student to achieve minimum Satisfactory Academic Progress standards within one semester, s/he will be maintained on an **Academic Success Plan**. While the student is on Financial Aid Probation and an Academic Success Plan exists, certain conditions for academic performance will be set and monitored by the student's advisor. If the student's appeal has been approved, they will be notified through Bay Path University e-mail/mail by the Academic Standards Committee.

The conditions for the approved appeal will continue for one **semester** until the student meets the minimum standard(s) or fail to meet the conditions of the approved appeal. If the student fails to meet the appeal conditions, the student's account will likely revert to a **Hold** indicating that they are ineligible for aid. Students may not return to the University at a future date without formal application and approval of the Provost.

Students will be reconsidered for financial aid only when sufficient credits have been earned to meet published standards and a cumulative G.P.A. G.P.A. of 2.0 or higher and 75% of credits attempted have been achieved as long as the student has not received financial assistance for more than 150% of the credit attempted to earn the degree.

Student Complaint Policy and Process

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

- The student first should discuss the complaint directly with the faculty member and try to resolve it at that level. A student who attempts to begin the process at a higher administrative level will be directed to address the issue with the faculty member first.
- If the student refuses to confer with the faculty member or the faculty member refuses to confer with the student, the student may confer with the Campus Director. Online students should confer with the Director of the Online Campus. If such a meeting occurs prior to the student meeting with the faculty member, the Program Director or program director will inform the faculty member of the student's request to meet and, if known, the nature of the issue, prior to the meeting. The Program Director/program director will not engage in substantive discussion with the student (i.e., inquire into the exact details or circumstances surrounding the complaint) but will listen to the student's concerns, inform the student that the concerns will be communicated to the faculty member, recommend that the student meet with the faculty member to resolve the issues and, if necessary, arrange time for the student and faculty member to meet to resolve the complaint, if appropriate, with the director present.
- If an acceptable solution is not reached at this stage of the process (as stated above), the student must then document his or her complaint in writing and deliver a copy to the faculty member and the Program Director/program director, respectively. In these cases the Program Director/program director will make a judgment about the student complaint and inform the faculty member, student, and the Deputy Chief Learning Officer. If the complaint is judged to be valid, the Program Director will ask the faculty member to respond to the issue in writing or to resolve the issue in an appropriate manner.
- If the resolution is unacceptable to the student, the student may appeal to the Deputy Chief Learning Officer. The decision of the Deputy Chief Learning Officer is final and may not be appealed further.

Student Identification Number Release Policy

Bay Path University uses a nine-digit student identification (ID) number randomly generated and assigned at the time of a student's enrollment. The University complies with the Family Education Rights and Privacy Act of 1974, as amended, which governs the maintenance of student records including student ID numbers.

The University does not disclose student ID numbers to individuals or agencies outside of Bay Path University. Student ID numbers are disclosed to the student upon reasonable verification of the student's identity.

How do students find out their Bay Path University student ID number?

1. For new students, upon enrollment, the student ID number will be included in a communication from the ITS department, "Directions for Accessing your new Bay Path University Account"
2. Student ID numbers are printed on the front of the Bay Path University photo ID
3. Search for the student ID number online on the "My Bay Path" portal *Personal Info* page (Biographical Info tab)
4. Contact the Registrar's Office; in person by bringing a valid, government issued photo ID or provide identification verification over the phone (413-565-1222) by answering a series of unique security questions

Student Identity Verification in Distance Learning

Purpose and Scope

This policy applies to all credit-bearing online courses or programs offered by the Bay Path University, beginning with the application for admission and continuing through to a student's graduation, transfer or withdrawal from the University. The purpose of this policy is to ensure that Bay Path University operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education and the expectation of the New England Association of Schools and Colleges (NEASC).

The HEOA requires that institutions offering distance education or correspondence courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The HEOA requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

Compliance

Bay Path University employs a secure login and pass code for student accounts. Upon enrollment, each Bay Path student is assigned a sequentially generated nine-digit student identification number. All Bay Path University students are provided credentials for secure access to University systems, including for distance learning. Students are responsible for providing their complete and true identity information in any identification verification process. Bay Path students are required to follow the acceptable use policy, which includes stipulations that they may not provide someone his or her password or allow others to use his or her account.

Students use their unique credentials, including their Bay Path email address and a password, to access the My Bay Path portal, which is the gateway to a number of information systems and resources including Canvas, the University's learning management system. Canvas integrates with University authentication services to ensure appropriate and secure student access to course

materials. All users of the University's learning management system are responsible for maintaining the security of login information and passwords and any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

In the event that an exam for a distance course must be proctored, the instructor is required to make arrangements in advance with students. These arrangements must include advance notification of any fees associated with proctoring.

Bay Path University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, which protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records.

Student Records

The Registrar's Office is responsible for maintaining, protecting, and verifying all student records. Students must complete the required disclosure forms to indicate whether they wish to have information about their enrollment disclosed to people and organizations that may make such requests. The University abides by all FERPA regulations governing student records.

Student Right-to-Know and Campus Security Act

Using the definition of the Department of Education, data on retention and graduation rates has been compiled and is available to current and prospective students in the Office of Institutional Research. In compliance with the Federal Crime Awareness and Campus Security Act of 1990, annual incident statistics are provided on the Bay Path website and upon request to the Campus Public Safety Office.

Transfer Credit

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

Once students have matriculated at Bay Path, they may transfer no more than 12 additional credits from another institution. Credits earned through the CCGS as part of the cross-registration agreement for full-time students are not included in this number. The residency requirement must be fulfilled regardless of any additional credits transferred in. Consistent with NEASC standards, students must complete one fourth of their undergraduate credits, including substantial advanced work in their major, at Bay Path University.

Transfer credit will be given for University-level courses taken at accredited institutions, provided the student has earned a grade of C- or better. An exception is made for D grades earned in those courses taken through CCGS cross registration as long as a minimum grade is not

required as a University-wide or major requirement. A student who has received an associate degree in the same program of study as that to which she is transferring at Bay Path and has earned a minimum CGPA of 2.0 on a 4.0 scale will be admitted to junior status. For students changing their program of study, the courses will be evaluated individually to determine how they fall within the scope of the Bay Path curriculum. Candidates for Education and Occupational Therapy programs must meet certain CGPA, and prerequisite course grade requirements and may receive fewer credits than those of other programs due to special conditions for certification, accreditation, or licensure.

Transfer Credit Appeals

Students wishing to appeal a transfer credit decision must complete a Petition form for review by the student's advisor, Dean, and University Registrar.

Advanced Placement (AP) Credit Policy

Students who participate in the Advanced Placement (AP) program may be awarded transfer credit towards a degree based upon the final score on AP examinations. The Bay Path University AP credit policy below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each AP examination. To receive credit, you must submit your **official** AP score report, from The College Board, to the Office of Admissions at Bay Path University.

AP Course/Exam	Score	Credit Awarded	Bay Path's Equivalent Course(s)	Core Distribution Fulfilled
Art History	3 4-5	3 6	ART 100 Art History ART 100 Art History & Elective	Cultivating Perception & Self Expression: Arts & Aesthetics
Biology	3 4-5	4 8	BIO 110 Biology I BIO 110 & BIO 112 Biology II	Fostering Inquiry: Natural Science and Quantitative Analysis
Calculus AB	3	3	MAT 221 Calculus I	Fostering Inquiry: Natural Science and Quantitative Analysis
Calculus BC	3	6	MAT 221 & MAT 222 Calculus I and II	Fostering Inquiry: Natural Science and Quantitative Analysis
Chemistry	3 4-5	4 8	CHE 120 Chemistry I (w/lab) CHE 120 & CHE 121 Chemistry I & II (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
Chinese Language & Culture	3 4-5	3 6	CHI 100 CHI 100 & CHI 101	Global, Cultural, Community Engagement
Comparative Government & Politics	3	3	Elective	Global, Cultural, Community Engagement
Computer Science A	3	3	Elective	Communication and Information Literacy

English Language & Composition	3 4-5	3 6	ENG 114 Critical Reading & Response ENG 114 Critical Reading & Response and ENG 124 Research & Writing in the Disciplines	Communication and Information Literacy
English Literature & Composition	3 4-5	3 6	ENG 114 Critical Reading & Response ENG 114 Critical Reading & Response and ENG 134 Literary Genres	Communication and Information Literacy
Environmental Science	3	4	Science Elective / BIO 240 Plants Rock (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
European History	3 4-5	3 6	HIS 202 Global History to 1500 HIS 202 & 203 Global History to 1500 and Since 1500	Global, Cultural, Community Engagement
French Language & Culture	3 4-5	3 6	FRN 113 French Language & Culture I FRN 113 & FRN 114 French Language & Culture I & II	Global, Cultural, Community Engagement
German Language & Culture	3 4-5	3 6	Elective Electives	Global, Cultural, Community Engagement
Human Geography	3	3	GEO 102 Introduction to Geography	Global, Cultural, Community Engagement
Italian Language & Culture	3 4-5	3 6	Elective Electives	Global, Cultural, Community Engagement
Japanese Language & Culture	3 4-5	3 6	Elective Electives	Global, Cultural, Community Engagement
Latin	3 4-5	3 6	Elective Electives	Global, Cultural, Community Engagement
Macroeconomics	3	3	ECO 211 Macroeconomics	Citizenship: Contributing to Contemporary Society
Microeconomics	3	3	ECO 212 Microeconomics	Citizenship: Contributing to Contemporary Society

Music Theory	3	3	MUS 230 American Music	Cultivating Perception & Self Expression: Arts & Aesthetics
Physics B	3 4-5	4 8	PHS 101 Physics I (w/lab) PHS 101 & 102 College Physics I & II (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
Physics C: Electricity & Magnetism	3	4	PHS 102 College Physics II (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
Physics C: Mechanics	3	4	PHS 101 College Physics I (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
Physics 1 *Redesign of Physics B 2014	3	4	PHS 101 Physics I (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
Physics 2 *Redesign of Physics B 2014	3	4	PHS 102 Physics II (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
Psychology	3	3	PSY 101 Introduction to Psychology	Citizenship: Contributing to Contemporary Society
Spanish Language & Culture	3 4-5	3 6	SPA 113 Spanish Language and Culture I SPA 113 & SPA 114 Spanish Language and Culture I & II	Global, Cultural, Community Engagement
Spanish Literature & Culture	3 4-5	3 6	Elective Electives	Global, Cultural, Community Engagement
Statistics	3	3	MAT 120 Statistics	Fostering Inquiry: Natural Science and Quantitative Analysis
Studio Art: 2-D Design	3 4-5	3 6	ART 121 Painting I ART 121 & 122 Painting I & II	Cultivating Perception & Self Expression: Arts & Aesthetics
Studio Art: 3-D Design	3 4-5	3 6	Elective Electives	Cultivating Perception & Self Expression: Arts & Aesthetics
Studio Art: Drawing	3 4-5	3 6	ART 110 Drawing ART 110 Drawing & Elective	Cultivating Perception & Self Expression: Arts & Aesthetics

United States Government & Politics	3	3	GOV 100 American Government	Citizenship: Contributing to Contemporary Society
United States History	3 4-5	3 6	HIS 114 The US to 1877 HIS 114 & 115 The US to 1877 and Since 1877	Citizenship: Contributing to Contemporary Society
World History	3 4-5	3 6	HIS 202 Global History to 1500 HIS 202 & 203 Global History to 1500 and Since 1500	Global, Cultural, Community Engagement

College-Level Examination Program (CLEP) Credit Policy

Students who participate in the College-Level Examination Program (CLEP) may be awarded transfer credit towards a degree based upon the final score on CLEP examinations. The Bay Path University CLEP credit policy below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each CLEP examination. To receive credit, you must submit your **official** CLEP score report, from The College Board, to the Office of Admissions at Bay Path University.

Once enrolled, students may transfer up to 12 credits based on CLEP examinations. Students must complete a CLEP Pre-Approval form and submit it to the Registrar's Office before taking CLEP tests. Credit earned through CLEP will not count toward the Bay Path residency requirement.

CLEP Exam Title	Score	Credit Awarded	Bay Path's Equivalent Course(s)	Core Distribution Fulfilled
Composition and Literature				
American Literature	50	6	ENG 134 Literary Genres & ENG 221 American Literature	Communication and Information Literacy
Analyzing & Interpreting Literature	50	6	ENG 134 Literary Genres & English Liberal Elective	Communication and Information Literacy
College Composition	50	6	ENG 114 Critical Reading & Response and ENG 124 Research & Writing in the Disciplines	Communication and Information Literacy
College Composition Modular With Essay	50 50	3 6	ENG 114 Critical Reading & Response ENG 114 Critical Reading & Response and ENG 124 Research & Writing in the Disciplines	Communication and Information Literacy
English Literature	50	6	ENG 134 Literary Genres & English Liberal Elective	Communication and Information Literacy

Humanities	50	6	HUM 101 Fine & Performing Arts and General Humanities Elective	Cultivating Perception & Self Expression: Arts & Aesthetics
<i>World Languages</i>				
French Language Level 1	50	6	FRN 113 & FRN 114	Global, Cultural, Community Engagement
French Language Level 2	59	12	FRN 113, FRN 114 & 2 Electives	
German Language Level 1	50	6	Electives	Global, Cultural, Community Engagement
German Language Level 2	60	12		
Spanish Language Level 1	50	6	SPA 113 & SPA 114	Global, Cultural, Community Engagement
Spanish Language Level 2	63	12	Spanish Language and Culture I & II SPA 113, SPA 114 & 2 Electives	
<i>History & Social Sciences</i>				
American Government	50	3	GOV 100 American Government	Global, Cultural, Community Engagement
History of the US I: Early Colonization to 1877	50	3	HIS 114 The United States to 1877	Global, Cultural, Community Engagement
History of the US II: 1865 to Present	50	3	HIS 115 The United States since 1877	Global, Cultural, Community Engagement
Human Growth & Development	50	3	PSY 205 Child Development	Citizenship: Contributing to Contemporary Society
Introduction to Educational Psychology	50	3	General Psychology Elective	Citizenship: Contributing to Contemporary Society
Introduction to Psychology	50	3	PSY 101 Introduction to Psychology	Citizenship: Contributing to Contemporary Society
Introduction to Sociology	50	3	SOC 100 Principles of Sociology	Global, Cultural, Community Engagement
Principles of Macroeconomics	50	3	ECO 211 Macroeconomics	Citizenship: Contributing to Contemporary Society
Principles of Microeconomics	50	3	ECO 212 Microeconomics	Citizenship: Contributing to Contemporary Society

Social Sciences & History	50	6	General Social Science or History Electives	Citizenship: Contributing to Contemporary Society
Western Civilization I: Ancient Near East to 1648	50	3	HIS 202 Global History to 1500	Global, Cultural, Community Engagement
Western Civilization II: 1648 to Present	50	3	HIS 203 Global History since 1500	Global, Cultural, Community Engagement
Science and Mathematics				
Biology	50	8	BIO 110 Biology I (w/lab) & BIO 112 Biology II (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
	50	8	*Traditional Program BIO 109 Biology I (w/lab) & Elective *TAWC Program	
Calculus	50	3	MAT 221 Calculus I	Fostering Inquiry: Natural Science and Quantitative Analysis
Chemistry	50	6	CHE 120 Chemistry I (no lab) & CHE 121 Chemistry II (no lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
College Algebra	50	3	MAT 112 Applied College Mathematics	Fostering Inquiry: Natural Science and Quantitative Analysis
College Mathematics	50	3	MAT 104 Fundamentals of Mathematics	Fostering Inquiry: Natural Science and Quantitative Analysis
Natural Sciences	50	4	BIO III Biology I for Non-Science Majors (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
	50	4	*Traditional Program BIO 109 Biology I (w/lab) *TAWC Program	
Pre-calculus	50	3	MAT 130 Pre-Calculus	Fostering Inquiry: Natural Science and Quantitative Analysis
Business				
Financial Accounting	50	3	ACC 100 Intro to Financial Accounting	TBD

Information Systems and Computer Applications	50	3	COM 130 Computer Applications	TBD
Introductory Business Law	50	3	LAW 220 Business Law	TBD
Principles of Management	50	3	BUS 235 Dynamics of Management	TBD
Principles of Marketing	50	3	BUS 226 Principles of Marketing	TBD

International Baccalaureate (IB) Credit Policy

Students who participate in the International Baccalaureate (IB) Diploma Programme may be awarded credit towards a degree or based upon the grades in the individual subject examinations. The Bay Path University IB credit policy below defines the minimum required score, amount of credit awarded, and equivalent course(s) for each IB examination. Credit for other IB examinations will be reviewed upon request to the Director of Academic Advising and Student Academic Services. To receive credit, you must submit your **official** International Baccalaureate transcript to the Office of Admissions at Bay Path University.

IB DP Subject	HL Score	Credit Awarded	Bay Path's Equivalent Course(s)	Core Distribution Fulfilled
Language A: Literature	5	3	ENG 134 Literary Genres	Communication and Information Literacy
Economics	5	6	ECO 211 Macroeconomics & ECO 212 Microeconomics	Citizenship: Contributing to Contemporary Society
History/Europe History/Americas	5 5	3 3	General History Elective	Global, Cultural, Community Engagement
Psychology	5	3	PSY 101 Introduction to Psychology	Communication and Information Literacy
Biology	5, 6 7	4 8	BIO 110 Biology I (w/lab) BIO 110 & BIO 112 Biology I & II (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
Chemistry	5, 6 7	3 6	CHE 120 Chemistry I (no lab) CHE 120 & CHE 121 Chemistry I & II (no labs)	Fostering Inquiry: Natural Science and Quantitative Analysis
Physics	5	4	PHS 101 Physics I (w/lab)	Fostering Inquiry: Natural Science and Quantitative Analysis
Mathematics	5	3	MAT 104 Fundamentals of Mathematics	Fostering Inquiry: Natural Science and Quantitative Analysis

Undergraduate Enrollment in Graduate Courses

Bay Path University encourages academically talented students to enroll in graduate courses that meet their degree requirements and/or accelerate their graduate program of study. On a case by case basis, undergraduate students at Bay Path may take up to two graduate level courses as part of their undergraduate load. Such graduate level courses will be applied to the student's graduate degree if they remain at Bay Path as well as meet requirements for their undergraduate degree.

There is currently one option open to TAWC students: early acceptance into Bay Path graduate programs.

Early Acceptance into Graduate Programs for Undergraduate Students

Students accepted into undergraduate traditional and TAWC degree programs who are interested in pursuing a graduate degree that complements their undergraduate degree may apply for **Early Acceptance** into a Bay Path University graduate program and continue into the graduate program immediately following the completion of the Bachelor's degree. Approvals of Graduate Admissions and the student's academic advisor are required, as is the maintenance of at least a 3.00 GPA. With the additional approval of the Academic Dean of the school overseeing the graduate program and Graduate Program Director, undergraduate students who have a 3.00 GPA may take up to two (2) graduate courses during their senior year that will apply 3 – 6 credits towards their graduate degree. Programs in which external accreditation prohibits undergraduate students from taking 500-level courses are not included in this policy. Those programs are noted with an asterisk (*) in the lists below.

Some **recommended combinations** of undergraduate and graduate degrees are listed below and serve as examples; however, students are encouraged to request permission and approval for combinations not listed below.

Business Major

- BS/MBA – MBA in Entrepreneurial Thinking and Innovative Practice
- BS/MSNMP – MS in Nonprofit Management and Philanthropy
- BS/MSCIM – MS in Communications and Information Management
- BS/MSHEA – MS in Higher Education Administration
- BS/MSCSM – MS in Cybersecurity Management
- BS/MSLN – MS in Leadership and Negotiation
- BS/MSA – MS in Accounting
- BS/MSSFP – MS in Strategic Fundraising and Philanthropy

Biology/Forensic Science

- BS/MSF – MS in Forensic Science
- BS/MBA – MSA in Entrepreneurial Thinking and Innovative Practice
- BS/MSCSM – MS in Cybersecurity Management
- BS/MSCIM – MS in Communications and Information Management

Psychology Major

- BA/MS – MS in Developmental Psychology
- BA/MSLMHC – MS in Mental Health Counseling

- BA/MS - MS in Applied Behavioral Analysis*
- BA/MS - MS in Special Education (with or without licensure)
- BA/MBA - MBA in Entrepreneurial Thinking and Innovative Practice
- BA/MSCSM - MS in Cybersecurity Management
- BA/MSLN - MS in Leadership and Negotiation
- BA/MSNMP - MS in Nonprofit Management and Philanthropy
- BA/MSEd - MS in Education - Curriculum and Instruction

Early Childhood/Elementary Education/ Liberal Studies

- BA/MS - MS in Special Education with teacher licensure
- BA/MS - MS in Applied Behavioral Analysis*
- BA/MS - MS in Developmental Psychology
- BA/MBA - MBA in Entrepreneurial Thinking and Innovative Practice (for students who might want to open their own education school/business)
- BA/MSHEA - MS in Higher Education Administration
- BA/MS - MS in Curriculum and Instruction
- BA/MSNMP - MS in Nonprofit Management and Philanthropy (for students who want to enter the nonprofit world from an educational perspective)
- BA/MS - MS in Special Education- without licensure (for students who want to work in the field of special education, i.e. human services, etc., but not in a classroom)
- BA/MSEd - MS in Education - Curriculum and Instruction

Liberal Studies/Liberal Arts

- BA/MSNMP - MS in Nonprofit Management and Philanthropy
- BA/MSCIM - MS in Communications and information Management
- BA/MSHEA - MS in Higher Education Administration
- BA/MSSFP - MS in Strategic Fundraising and Philanthropy
- BA/MS - MS in Special Education (with or without licensure)
- BA/MBA - MBA in Entrepreneurial Thinking and Innovative Practice
- BA/MSCSM - MS in Cybersecurity Management
- BA/MSLN - MS in Leadership and Negotiation
- BA/MSEd - MS in Education - Curriculum and Instruction
- BA/MS - MS in Applied Behavioral Analysis*

Legal Studies or Criminal Justice

- BA/MSCSM - MS in Cybersecurity Management
- BA/MSCIM - MS in Communications and Information Management
- BS/MSNMP - MS in Nonprofit Management and Philanthropy
- BS/MBA - MBA in Entrepreneurial Thinking and Innovative Practice

Withdrawal from the University

An undergraduate student wishing to withdraw voluntarily from the University must confer first with the Program Director or her advisor. The student must inform the University in writing of the decision via the Enrollment Status form. The University fiscal year begins on July 1. On that date a student will be considered enrolled. After that date, refunds for absence, withdrawal, or dismissal from the University will be made in accordance with the University refund policy. A student must complete an official Enrollment Status form to be entitled to any refund. Further details about the University refund policy are found in the financial section.

REGISTRATION & COURSE INFORMATION

Registration occurs in late fall and late spring of each academic year for the following semester. Students register themselves on-line through the BPU Portal access system. Students are given access to their degree audit and registration information and are required to meet with their advisors to discuss various options for fulfilling their academic requirements and meeting their professional goals. Students who are on a Business Office hold cannot register until their financial obligation to the University has been met. Final class schedules are made available on the opening day of each semester through the MyBayPath Portal.

Academic Progress and Final Grade Reports

The student's achievement in all courses is evaluated regularly. With the online reporting system, students will access their final grade reports electronically.

Adding or Dropping a Course

An undergraduate student may add or drop courses during the Add/Drop period by completing the Add/Drop/Withdrawal Form. After the Add/Drop period, a student who wishes to drop a course must follow the course withdrawal procedures. Courses dropped during the Add/Drop period are not shown on the student's permanent record; withdrawn courses will be recorded with a W grade.

Administrative Withdrawal

Students will be administratively withdrawn from the institution if they fail to attend all of their courses within a session while failing to complete the Enrollment Status Form. Additionally, students who are considered active (not currently on a LOA or Stop Out), but are not enrolled in courses, will be administratively withdrawn. The Registrar's Office will notify the student of their administrative withdrawal via Bay Path University email. Once a student is withdrawn from the program, the Student Financial Services Office will be notified and any remaining balance owed to the University must be paid. If a student is receiving financial aid and has taken out loans, Bay Path University is obligated to report to the Federal Student Loan Programs students who have been withdrawn. This will initiate repayment of all outstanding student loans. If there is any remaining balance on a student's Bay Path University account, the student will be held responsible. Students must contact Student Financial Services to determine if a remaining balance is owed.

Challenge Exam Process

Students in TAWC have the opportunity to test out of COM 111 Computer Applications I and COM 112 Computer Applications II. If interested, a student should contact her advisor for information and to register for the appropriate Challenge Exam. Upon successful completion of this exam, credit will be posted once the student pays the administrative fee to the Business Office.

Challenge of Final Course Grade

Grade appeals are designed to assist students who believe their final course grade is inappropriate because of an error, deviation from published expectations, or unequal treatment. Students may appeal course grades for the following reasons:

1. There was a miscalculation of points, grades, or rubrics.

2. Faculty member did not follow the syllabus or a published policy.
3. The student believes she was treated unfairly (differently than other students in the class).

Step 1: A student who wishes to appeal a grade must submit a written request by mail, fax, or email to the faculty member within seven (7) calendar days of the final grade report. If the faculty member and student resolve the issue, the faculty member submits a Change of Grade Form to the Registrar's Office.

Step 2: If the grade appeal is not resolved at the faculty-student level, the student may appeal to the Campus Director by completing and submitting a Grade Appeal Form. The Campus Director reviews the appeal form and information with the student and the faculty member, calls the Appeals Committee together, assists the Committee in the review process and with its decision for or against the appeal, and notifies the student of the appeal decision or need for extension.

Step 3: If the student does not agree with the decision of the Committee, the student may appeal to the Deputy Chief Learning Officer within seven (7) calendar days of the Committee's decision by submitting a written request for further review. The Deputy Chief Learning Officer will render the final decision of the grade appeal.

Course Availability

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

Course Numbering System

Courses below the 100 level are developmental and may receive University, but not graduation, credit. Introductory or first year courses are numbered 100-199. Intermediate level courses are numbered 200-299. These courses may or may not have a prerequisite. Upper-level courses numbered 300-499 are advanced courses, which usually require a prerequisite and cannot be taken by first-year students. Most 400-level courses cannot be taken by lower division students. Courses at the 500 level are for both undergraduate and graduate students. Undergraduate students need permission from the graduate program director to enroll in 500-level courses. Courses exclusively at the graduate level typically start with a 600 designation.

Course Overload Approval

In their final semester, students may request to take an overload of courses. Students must meet the following criteria in order to be approved for an overload:

- Student must have at least a 3.0 cumulative GPA with no failing grades
- Student must have successfully completed more than 75% of her coursework (pace)
- Overload cannot exceed 21 credits in a given semester

Students must request a course overload, via Bay Path email or in writing, to their advisor/educator coach. The advisor/educator coach, in consultation with the Deputy Chief

Learning Officer, will approve or deny the request for an overload and make any appropriate changes to the student's schedule.

Course Prerequisites

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

Course Waivers

Course requirements may not be waived except under special circumstances. Petitions for waivers of courses must be reviewed by the advisor and approved by the appropriate Academic Director and Senior Associate Registrar.

Course Withdrawal

Students that decide to withdraw from a course after the drop period is over must submit the Add/Drop/Withdrawal Form. Students will be charged tuition in accordance with the Institutional Refund Policy (see Financial Aid section). All "W" grades are permanently recorded on student transcripts. The last date to withdraw from a course is the Friday of week 5 by 5:00pm EST. Withdrawing from a course may affect a student's full-time status, financial aid eligibility, and eligibility for honors. A student wishing to withdraw should seek advice from her advisor to explore her alternatives.

Cross Registration

TAWC students who wish to take courses in the traditional undergraduate program must complete the Cross-Divisional Registration Form, which requires signatures of approval from the advisor, Student Financial Services, and Registrar's Office. Students should also be aware that financial aid may not cover the tuition costs for courses taken outside of the program.

Dean's List & Maroon Key

Dean's List

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

Maroon Key Honor Society

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

Final Examinations

All final exams must be taken during the official examination period, which is established by the Registrar's Office and published on the MyBayPath portal. No exams are administered early and students should make their travel plans accordingly. The nature and type of final examination or final experience will be determined, administered, and graded by the instructor. Any deviations from this policy will be permitted only under extraordinary circumstances and must be approved by the Deputy Chief Learning Officer.

Grading

Grade Point Computation

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

Undergraduate Grading Matrix

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

Other Grading Options

AU	Audit
I	Incomplete*
NG	No Grade
P/F	Pass/Fail
S	Satisfactory
TR	Transfer
U	Unsatisfactory
W	Withdrawal
WIP	Work in Progress*

* Temporary Grades

Incomplete

A grade of Incomplete is given to a student by a faculty member only when illness or some emergency keeps a student from completing the final projects or examinations in a course in which she has been doing passing work. The student must have a passing grade prior to the hardship. It is the student's responsibility to make sure that the Application for an Incomplete Form is completed and approved by the professor and is filed with the Registrar's Office. To initiate an incomplete grade request, the student must contact her advisor no later than the last day of the course in question. An Incomplete must be resolved within two (2) weeks of the last day of the course. Only under special circumstances of health or other emergencies may the student petition the Deputy Chief Learning Officer for an extension beyond this date. Students who do not complete outstanding work by the due date will have their incomplete grade changed to the default grade – the student's earned grade as of the last day of the course.

Pass/Fail

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

Satisfactory/Unsatisfactory

A limited number of courses may be taken for credit or non-credit. This includes participation in EXT097. If a student wishes to participate without earning credit, she is permitted to do so, but will receive a grade of Satisfactory or Unsatisfactory based on her attendance and performance in the respective groups.

Pre-Assignments

Students must complete a pre-assignment for each course. The pre-assignment prepares students for active participation in the course, particularly the first class. Students can access information about pre-assignments in the course syllabi which are posted to the CANVAS Course Management System a minimum of 10 days before classes begin. Pre-assignments are an integral part of the study requirements and grading methodology for courses. Pre-assignments are due the first class day in the One Day program and at 11:59pm EST on the first day of an online course.

Repeating a Course

Generally, courses with grades below a “C-” may be repeated, although students should check the requirements of their program. All courses attempted and grades earned are retained on the student’s permanent record; however, only the highest grade earned for a repeated course is computed in the final CGPA. Students are only allowed one repetition of a previously attempted course and cannot repeat a previously passed course. Repeat courses must be approved by the Registrar’s Office.

Session Schedules

One Day program classes are scheduled on-campus and meet for five (5) hours each week according to the One Day program structure and schedule. Blended/Hybrid courses meet either on-campus or online for six (6) weeks. TAWC online classes are fully online and students are expected to log-in to the class a minimum of 3 times per week. The initial discussion post must be made by Thursday at 11:59 pm EST, and the other two times must be before Saturday at 11:59 pm EST. *Students are free to submit work prior to these dates.*

In addition to class time, students should expect to spend between 15-20 hours per week per course on homework and assignments. Time expended outside of the classroom may include reading, writing, research, studying, problem solving, projects, and other learning activities. Students are encouraged to carefully review the syllabus for each course to understand all expectations, assignments, policies, and grading criteria.

Transcripts

An official transcript comes on colored transcript paper, bears the impression of the Seal of the University, and is signed by the University Registrar. An official transcript of an academic record may be requested by the respective student through Bay Path’s Transcript Request webpage: <http://www.baypath.edu/transcriptrequest>. Only requests made by the respective student will be processed.

eTranscripts are \$5.00 per copy, paper transcripts sent to a domestic address are \$7.50 per copy, and paper transcripts sent to an international address are \$10.00 per copy. The Registrar's Office reserves the right to withhold processing any transcript request if a student has an unpaid financial obligation to the University.

GRADUATION POLICIES & PROCEDURES

Degree Requirements

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

1. Achieve the minimum cumulative grade point average for her program. A minimum CGPA of 2.0 is required for conferring a degree for all program at Bay Path University.
2. Complete all designated courses as outlined in her program (*students must complete all of the Bay Path Core Requirements*).
3. Successfully earn 30 credits at Bay Path, for all degrees, as mandated by the Bay Path University residency requirement.
4. Complete the Application for Graduation sent to prospective graduating students early in the final semester. (*Students may only apply for the degree which represents their academic program, i.e. Bachelor of Science, Bachelor of Arts, Associate in Science, or Associate in Arts.*)

Conferral of Degrees

Bay Path University confers degrees twice annually. Students who complete their degree requirements in the spring semester will have their degree conferred with the date of that year's Commencement ceremony and students who complete their degree requirements in either the summer of the fall semester will have their degree conferred December 31 of the calendar year.

Graduation Honors and Participation in Commencement

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

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

To be eligible for participation in the Commencement ceremony, students may have no more than 12 credits outstanding at the conclusion of Spring, Session I. Honor cords will only be provided to students that have a CGPA of 3.5 or higher at the conclusion of Spring, Session I (see Undergraduate Honors and Award section).

Latin Honors

Students who have complete all degree requirements whose final cumulative grade point average is 3.50 or above are awarded their degrees with honor according to the following criteria:

<i>Summa cum Laude</i>	3.90 to 4.00
<i>Magna cum Laude</i>	3.70 to 3.89
<i>Cum Laude</i>	3.50 to 3.69

Awards & National Honor Societies

Faculty Award

The *Faculty Award* is made annually to the baccalaureate degree candidate who, in the judgment of the faculty, represents outstanding scholastic achievement, character, and leadership.

Thomas G. Carr Award

The *Thomas G. Carr Award* is presented annually to an outstanding associate degree candidate who will pursue her baccalaureate degree at Bay Path. This award was endowed by the Sidney E. Helliwell family in honor of Thomas G. Carr, Bay Path's first President. The recipient is a student whose academic achievement, character, and service to the University or the community reflect the standards and values of Bay Path University.

Jeanette T. Wright Leadership Award

The *Jeanette T. Wright Leadership Award* is presented annually to an associate degree candidate who will pursue her baccalaureate degree at Bay Path and is based on the student's leadership excellence, extracurricular activities, and campus citizenship. This award is named in memory of Bay Path's fourth President, who was the first woman to hold that office.

Carpe Diem Award

The *Carpe Diem Award* is given to recognize an adult undergraduate student graduating from the TAWC program at each campus. The student selected to receive the award is someone who has exemplified academic excellent and engaged in service to the community and/or University.

Pathfinder Award

The *Pathfinder Award* is given to an adult woman graduating from the TAWC program who excels in most areas of life. The award is given annually through the generosity of the Davis family to recognize the service of Robyn Davis, who has served the University as a trustee and Chair of the Board of Trustees.

Women As Empowered Learners and Leaders Award

The *Women As Empowered Learners and Leaders Award* is open, via self-nomination, to any student with 15 or more credits earned at Bay Path University who demonstrates significant leadership in any community or communities (with Bay Path or external to Bay Path) and who writes a reflective essay on her leadership. Staff determine the student whose leadership demonstrates the greatest impact.

Alpha Phi Sigma Honor Society

Undergraduate students enrolled any criminal justice programs are eligible for membership in this national honor society. To qualify, a student must have a minimum cumulative grade point average of 3.2 in all classes and are graduating in the semester in which they are inducted.

Lambda Epsilon Chi (LEX) Honor Society

Undergraduate students enrolled in the baccalaureate or associate program in legal studies are eligible for membership in this national honor society in their final year; students enrolled in the certificate program are eligible upon completion of the coursework for the certificate. Only students whose academic performance is consistently exemplary across the curriculum will be inducted. To qualify, a student must have a minimum cumulative grade point average of 3.5 in all classes **and** a minimum cumulative grade point average of 3.7 in all legal classes, and have completed 2/3 of their legal courses.

Maroon Key Honor Society

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

Psi Chi Honor Society

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

ACADEMIC PROGRAMS

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

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

Bay Path University Core Curriculum - General Education

General Education Purpose Statement

Consistent with the mission of the University, the Bay Path General Education Core Curriculum provides a coherent and substantive educational basis for students to “become confident and resourceful contributors to an increasingly interdependent world.” The Core provides a unique signature curriculum to foster development of the whole person, grounded in the arts and sciences with a focus on academic skills and experiences that are translatable to success in the 21st Century workplace. Through their active participation in this curriculum, Bay Path University women will come to understand their own potential as forces for positive change, be able to inquire critically, solve problems creatively and collaboratively, make decisions ethically, and communicate effectively.

The comprehensive Bay Path educational experience, which consists of the core and major field(s) of study, has been crafted to ensure that each student will be prepared to live a fulfilling, ethical life, to attain a personally satisfying and productive career and to become a confident and resourceful contributor to the global community in which she resides.

General Education Student Learning Outcomes

Bay Path University’s Core Curriculum consists of nearly fifty courses through which students may satisfy the Bay Path University Core requirements. The following comprise the “Intellectual and Practical Skills” and related Student Learning Outcomes which are embedded in the Bay Path University Core and throughout the rest of the entire undergraduate educational experience:

1. Inquiry and Analysis: Students will demonstrate a systematic process of exploring issues. Students will break down complex issues to create recommendations/solutions.
2. Critical Thinking: Students will apply the critical thinking process to reach a solution.
3. Written Communication: Students will demonstrate the ability to clearly express and support their ideas in written format appropriate to the issue of problem

under consideration. Students will be able to mix data, text, images to support their intent, when appropriate.

4. Oral Communication: Students will demonstrate their ability to organize, prepare and present a purposeful presentation to increase knowledge or foster understanding or promote change.
5. Quantitative Literacy: Students will demonstrate the ability to solve quantitative problems from an array of context and everyday life situations.
6. Reading: Students will demonstrate the ability to extract and construct meaning through interaction and involvement with written language.
7. Collaboration/Teamwork: Students will demonstrate the ability to contribute quantitatively to the objective(s) of the team task.
8. Problem Solving: Students will demonstrate the ability to design, evaluate and implement a strategy to answer an open-ended question or achieve a desired goal.
9. Information Literacy: Students will identify, locate, evaluate and effectively and responsibly use and share information to address the problem at hand.
10. Civic Knowledge and Engagement – Local and Global: Students will apply the knowledge and skills necessary to participate in activities that are life enriching and beneficial to the community.
11. Intercultural and Aesthetic Knowledge and Competence: Students will demonstrate skills and recognize the importance of aesthetics to interact effectively in a variety of cultural contexts and understand its implications on everyday life.
12. Ethical Reasoning and Action: Students will practice ethical decision-making skills. Students can describe and analyze positions in ethical issues in a variety of contexts.
13. Foundations and Skills for Lifelong Learning: Graduates will continue to engage in purposeful learning activities, undertaken on an ongoing basis to improve knowledge, skills, and competencies.
14. Integrative Learning: Students will make connections with knowledge learned from across the curriculum. Students will apply that knowledge to new situations within and beyond the campus.

Baccalaureate Degree Program

Bay Path University General Education Core

The core is comprised of a total of 40-43 credits and is required for all undergraduate students regardless of program format. Not all courses are offered every semester and some courses have prerequisites.

I. Women as Empowered Learners and Leaders (9 credits)

- WEL 220 (3 credits; required of first-year students; first semester, first-year)
- WEL 330 (3 credits)
- WEL 440 (3 credits)

II. Communication and Information Literacy (12 credits)

- ENG 114 (3 credits; first semester, first year)
- ENG 124 (3 credits; second semester, first year)
- ENG 134 (3 credits)
- COM 111 (3 credits; Technology Proficiency)

III. Global, Cultural, Community Engagement (3 credits)

Students should select one course from the following:

ANT 110 Culture, Society, and People
CIT 210 Intercultural Communication
CMS 303 Gender and Communication
CRJ 406 Violence Against Women and Children
EDU 110 Intro to Early Childhood Education
EDU 130 Education, Schools, and Culture
ENG 311 World Literature
HUM 110 Introduction to Philosophy
HUM 117 Introduction to World Religions
HUM 210 Ethics
HIS 202 Global History to 1500
HIS 203 Global History Since 1500
LAW 281 Understanding Law Through Literature
LAW 311 Family Law
LAW 352 Administrative Law
EDU 250 Introduction to Special Education
PSY 205 Child Development
PSY 216 Psychology of Cultural Diversity
MLA 101 Sign Language I
SOC 200 Social Problems
SOC 210 Martial and Family Systems
FRN 113 French Language and Culture I
FRN 114 French Language and Culture II
CHI 100 Elementary Mandarin Chinese I
CHI 101 Elementary Mandarin Chinese II
SPA 113 Spanish Language and Culture I
SPA 114 Spanish Language and Culture II

IV. Fostering Inquiry: Natural Science and Quantitative Analysis (7 credits)

- Laboratory science (4 credits)
- Math course as determined by department (3 credits) (MAT104 does not satisfy graduation requirements, but is required of those students who may benefit from additional math instruction as indicated by the Accuplacer Quantitative Skills Test)

V. Cultivating Perception & Self Expression: Arts & Aesthetics (3 credits)

- HUM 101 Fine & Performing Arts
- HUM 110 Introduction to Philosophy
- HUM 117 Introduction to World Religions
- HUM 120 The Art of Film
- ART 100 Art History
- ART 230 Art in America
- ART 250 Women in Art

VI. Citizenship: Contributing to Contemporary Society (6 credits)

One course from the following:

- HIS 114 The United States to 1877

- HIS 115 The United States Since 1877
- HIS 315 Contemporary America: The United States Since 1945
- HIS 320 The History of Women in America
- GOV 100 American Government
- LAW 103 Introduction to the American Legal System
- GEO 102 Introduction to Geography
- CRJ 120 Introduction to Criminal Justice
- EDU 130 Education, Schools, and Culture

One course from the following:

- PSY 101 Introduction to Psychology

VII. Healthy Living and Perspectives (2 credits)

- PHY201
- IDS200
- IDS280
- LAR200

Women as Empowered Learners and Leaders (WELL) Program

The purpose of this program is to enable undergraduate students to connect with the University's mission in challenging women to become leaders and to "become confident and resourceful contributors to our increasingly interdependent world." The WELL program prepares students to be reflective and capable people, students and professionals who can influence and advocate for others. Expanding upon and incorporating existing leadership development program components, the WELL program is designed to provide a foundation for the educational experience at Bay Path University.

Incorporating curricular and co-curricular elements, WELL provides a common curricular experience and connects undergraduate students in a very tangible way to the mission and vision of the University. Through WELL program components, undergraduate women build community through active, student-centered learning and examine their education with great intention, both as they embark upon it and as it comes to a close. Completion of the WELL portfolio enables students to be more purposeful in shaping their Bay Path undergraduate experience to realize educational and life aspirations. Specific program components include:

- **The WELL Curriculum.** Three courses frame the academic component of the WELL program. **WEL1220, WEL330 and WEL440** are core courses that are taken by all undergraduates. Through this curricular component, students are introduced to academics and resources, and will strengthen their skills in research, writing, public presentation, speaking, analysis, synthesis, and technology as needed to become empowered learners. Students discover their strengths and set personal, academic and professional goals using self-assessment and career planning tools. Students explore the leadership traits needed to be women of influence who have the knowledge and tools to lead value-driven lives. They will conduct research on local and global issues that affect women, and present their findings at the end of each semester.
- **WELL E-Portfolio.** Beginning with WEL220 and completed in WEL440, the e-portfolio will enable each student to gather information about her academic and co-curricular experiences, reflect upon learning and goals during her education, and demonstrate growth in knowledge, skill, and experience over her undergraduate experience.

- **Career Development and Support.** The development of career goals is embedded in WELL to provide opportunities for faculty to discuss career planning with students throughout their four years. Career development milestones have been set as part of the e-portfolio to help students stay on track. Through WELL course assignments, internships, field placement experiences, job shadowing, career seminars, mock interviews and other career development experiences, students are helped to identify and fully leverage their unique strengths, needs, intentions, passions and potential.

WELL Program Student Learning Outcomes

Upon completion of the WELL Program, students will:

- Demonstrate academic and intellectual development during their progression through the WELL series.
- Demonstrate personal effectiveness and personal development during their progression through the WELL series.
- Demonstrate engagement in the Campus community and with the University Mission.
- Demonstrate community awareness and engagement.
- Demonstrate professional preparation.

Business

Degrees: **Associate in Science in Business**

Bachelor of Science in Business: Accounting
Bachelor of Science in Business: Business Administration
**Bachelor of Science in Business: Business Administration, concentration in
Advanced Paralegal Studies**
Bachelor of Science in Business: Business Analytics
Bachelor of Science in Business: Digital Marketing Management
Bachelor of Science in Business: Entrepreneurship
Bachelor of Science in Business: Operations Management
Bachelor of Science in Business: Strategic Human Resource Management

Certificates: **Business Analytics**
 Digital Marketing Management
 Entrepreneurship

The design of the Bachelor of Science in Business allows students to select from a wide variety of majors and concentrations. The Business Program offers majors in Accounting, Business Administration, Business Analytics, Digital Marketing Management, Entrepreneurship, Operations Management, and Strategic Human Resource Management. The program also has a concentration in Advanced Paralegal Studies. The program recently added three certificates in Business Analytics, Digital Marketing Management, and Entrepreneurship.

In this fast-paced, globally competitive environment, the mission of the Business Program is to prepare students for success by helping them to gain theoretical and practical knowledge, skills, and abilities useful in the business world. A Bay Path University business graduate acquires the knowledge, thinking, research, technology, communication, social, global, and cultural skills needed to be a creative intrapreneurial or entrepreneurial leader. The business graduate develops critical, innovative, and reflective thinking skills needed for statistical data analysis and the management science necessary to support personal and professional decision-making processes; whether it be in entrepreneurial, industrial settings, profit or not-for-profit organizations, or as preparation for graduate school or in a lifelong learning environment.

Outcomes of the Bachelor of Science in Business Core:

- Analyze economic (global and domestic), socio-cultural, political, legal, regulatory and technological trends affecting any given region of this country, clarifying the likely implications of these trends on small business and non-profits as well as large corporations.
- Determine market and product/service development opportunities and challenges associated with these trends.
- Consider multiple stakeholder perspectives to be considered during the development and implementation of new strategies.
- Demonstrate the relationship between business activities, economic outcomes, and the evaluation of business performance, including all ethical considerations.
- Understand and be able to use quantitative methods, and available technology and applications, to address everyday business problems and opportunities.
- Understand core business disciplines including Finance and Accounting, Marketing, Operations, Human Resources, IT, and Legal.

- Value collaborative, data-driven, systematic approaches to solving interdisciplinary problems and making ethical decisions.
- Communicate focused messages to all stakeholders, as appropriate, via all forms of media, as well as face-to-face.
- Recognize diverse personalities, professional backgrounds, personal experiences and dialogue as fundamental building blocks of high performing teams.

Accounting

The Accounting major provides a modern business education with a practical application of fundamental accounting theory. The curriculum includes financial and managerial accounting, taxation, business law and ethics, and auditing.

Bachelor of Science in Business: Accounting

Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 54 credits

ACC100 Introduction to Financial Accounting	ACC405 Capstone: Contemporary Issues in Accounting/Advanced
ACC101 Introduction to Managerial Accounting	BUS215 Legal Environments of Business
ACC200 Accounting Information Systems	BUS226 Principles of Marketing
ACC302 Cost Management	BUS235 Dynamics of Management
ACC303 Auditing	BUS300 Organizational Development & Change
ACC305 Financial Reporting I	BUS308 Communicating for Business
ACC306 Financial Reporting II	BUS327 Financial Management
ACC307 Financial Reporting III	COM112 Computer Applications II
ACC400 Federal Income Tax Concepts	ECO240 Economics

General Electives - 24 credits

Business Administration

The Business Administration major is offered as a 60 credit Associate's degree or a 120 credit Bachelor's degree. Both degrees cover introductory business classes, as well fundamental philosophies and theories of business. The degrees ensure students have the requisite knowledge to be successful in today's business arena and serve as a foundation for those interested in continuing their education at the graduate level.

Associate in Science in Business

Students are required to take the following 60 credits to satisfy the requirements of the degree:

University Core - 34 credits

BIO109 Biology I	History Elective
COM111 Computer Applications I	Humanities/ Art Elective
COM112 Computer Applications II	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	WEL220 Women as Empowered Learners & Leaders
ENG134 Literary Genres	

Major Requirements - 18 credits

ACC100 Introduction to Financial Accounting	BUS226 Principles of Marketing
ACC101 Introduction to Managerial Accounting	BUS235 Dynamics of Management
BUS215 Legal Environments of Business	ECO240 Economics

General Electives - 8 credits

Bachelor of Science in Business: Business Administration

Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 45 credits

ACC100 Introduction to Financial Accounting	BUS308 Communicating for Business
ACC101 Introduction to Managerial Accounting	BUS327 Financial Management
BUS215 Legal Environments of Business	BUS491 Capstone: Strategic Management & Policy
BUS226 Principles of Marketing	COM112 Computer Applications II
BUS235 Dynamics of Management	ECO240 Economics
BUS300 Organizational Development & Change	12 credits of Business Electives

General Electives - 33 credits

Bachelor of Science in Business: Business Administration with a Concentration in Advanced Paralegal Studies

Students in the Business Program are given the opportunity to incorporate a paralegal component in their degree. In this program, students must take LAW 103 and a sequence of a minimum of six pre-selected legal specialty courses that cover substantive law, legal procedures and processes, and have been developed for paralegals and emphasize practical paralegal skills. Students who complete this program will be prepared to enter the workforce as paralegals in corporations, law firms, financial institutions, and government agencies. Paralegals work under the supervision of attorneys and are not authorized to engage in the practice of law. Upon completion of the 120 credits required for this degree, students will be eligible to receive a Certificate of Advanced Paralegal Studies, which is approved by the American Bar Association. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 36 credits

ACC100 Intro to Financial Accounting	BUS303 Fundamentals of Int'l Business
ACC101 Introduction to Managerial Accounting	BUS308 Communicating for Business
BUS215 Legal Environments of Business	BUS327 Financial Management
BUS226 Principles of Marketing	BUS491 Capstone: Strategic Management & Policy
BUS235 Dynamics of Management	COM112 Computer Applications II
BUS300 Organizational Development & Change	ECO240 Economics

Concentration Requirements - 21 credits

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

General Electives - 21 credits

Business Analytics

In the modern business environment, data and information available to businesses and organizations are more vast and varied than ever before. As more and more information is available to businesses, the ability to effectively mine the data, develop decision support models using the data, and effectively develop strategies from the analytics becomes more critical to success.

The major and certificate in Business Analytics are built on the combination of quantitative business principles and computer software applications used to track, visualize, and evaluate business data.

Certificate in Business Analytics

This certificate is designed to prepare students in other disciplines to interpret data and effectively make decisions based on those data. Students are required to take the following 15 credits to satisfy the requirements for the certificate:

- BUS310 Methods of Applied Statistics
- BUS328 Introduction to Business Analytics
- BUS335 Systems Analysis and Design
- BUS440 Data Mining and “Big” Data Analysis
- BUS450 Strategic Business Analysis and Decision-Making

Bachelor of Science in Business: Business Analytics

Building off a strong core curriculum designed to prepare students with an understanding of business purposes, structures, and processes, this major will prepare the student with further capabilities to perform in-depth analyses of data and systems. The Business Analytic curriculum is designed to help identify reasons for current business results, trends that will be important to the success of the business, and presentation skills to help influence decision makers. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 48 credits

ACC100 Introduction to Financial Accounting	BUS327 Financial Management
ACC101 Introduction to Managerial Accounting	BUS328 Introduction to Business Analytics
BUS215 Legal Environments of Business	BUS335 Systems Analysis & Design
BUS226 Principles of Marketing	BUS440 Data Mining & "Big" Data Analytics
BUS235 Dynamics of Management	BUS450 Capstone Project: Strategic Business Analytics & Decision-Making
BUS300 Organizational Development & Change	BUS491 Capstone: Strategic Management & Policy
BUS308 Communicating for Business	COM112 Computer Applications II
BUS310 Methods of Applied Statistics	ECO240 Economics

General Electives - 30 credits

Digital Marketing Management

Certificate in Digital Marketing Management

This certificate will align with the University's mission of offering women the opportunity to build and strength their technological, analytical, and oral and written communication skills through this integrated curriculum. Students are required to take the following 15 credits to satisfy the requirements for the certificate:

BUS245 Social Media and Electronic Business
BUS260 Integrated Marketing
BUS342 Branding
BUS404 Digital Marketing Management
BUS426 Applied Digital Marketing Campaign

Bachelor of Science in Business: Digital Marketing Management

Students evaluate the most current digital marketing landscape and learn how to use tactical components of digital marketing such as blogs, search engine optimization, social media, email marketing, and paid advertising to execute successful campaigns. They learn how to build brands online using investigative processes to define buyer personas, conduct industry research, set smart goals, analytically pick keywords, create content, and measure performance. In addition, students deliver an optimized web experience for prospective buyers with landing pages and marketing automation. Finally, students apply knowledge with real business cases demonstrating the marketing strategies and tactics studied. In the end, students will know how to plan and build a uniquely differentiated digital marketing strategy to market, sell, and deliver products and services. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core – 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements – 48 credits

ACC100 Introduction to Financial Accounting	BUS308 Communicating for Business
ACC101 Introduction to Managerial Accounting	BUS327 Financial Management
BUS215 Legal Environments of Business	BUS342 Brand Management
BUS226 Principles of Marketing	BUS404 Digital Marketing Management
BUS235 Dynamics of Management	BUS426 Applied Digital Marketing Campaign
BUS245 Social Media & Electronic Business	BUS491 Capstone: Strategic Management & Policy
BUS260 Integrated Marketing	COM112 Computer Applications II
BUS300 Organizational Development & Change	ECO240 Economics

General Electives – 30 credits

Entrepreneurship

Certificate in Entrepreneurship

This certificate is designed to help prepare students to launch and lead entrepreneurial endeavors, alone or in organizations. Students identify their personal strengths and challenges, comparing their stories to those of other women entrepreneurs. Students become idea investigators as they enhance their observational skills in identifying and vetting new business opportunities. Students are required to take the following 15 credits to satisfy the requirements for the certificate:

- BUS285 Becoming an Entrepreneur and Networking
- BUS345 Influencing Decision Makers
- BUS385 Budgeting & Funding Ventures: Tools for Entrepreneurial Storytelling
- BUS425 Entrepreneurial Simulation
- BUS485 Entrepreneurial Capstone: Preparing for New Ventures

Bachelor of Science in Business: Entrepreneurship

This major builds on the Business degree core foundation with the mindset, toolset, and skillset to launch new ventures. Students take five sequential courses designed to prepare them to launch and lead entrepreneurial endeavors alone or in organizations. They identify their personal strengths and challenges, comparing their stories to those of other women entrepreneurs. They become idea investigators as they enhance their observational skills in identifying and vetting new business opportunities. Students learn to appreciate and respond to customer and stakeholder perspectives and needs. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 48 credits

ACC100 Introduction to Financial Accounting	BUS327 Financial Management
ACC101 Introduction to Managerial Accounting	BUS345 Influencing Decision Makers
BUS215 Legal Environments of Business	BUS385 Budgeting & Funding Ventures
BUS226 Principles of Marketing	BUS425 Entrepreneurial Simulation
BUS235 Dynamics of Management	BUS485 Entrepreneurial Capstone: Preparing for New Ventures
BUS285 Becoming an Entrepreneur & Networking	BUS491 Capstone: Strategic Management & Policy
BUS300 Organizational Development & Change	COM112 Computer Applications II
BUS308 Communicating for Business	ECO240 Economics

General Electives - 30 credits

Operations Management

Bachelor of Science in Business: Operations Management

Students in the Operations Management major will study how systems work, how to manage quality, and how products and services are designed and delivered, how supply chains work and are managed to provide just-in-time resources for organizations, and how to ensure that businesses and organizations know what they have and where it is. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 45 credits

ACC100 Introduction to Financial Accounting	BUS308 Communicating for Business
ACC101 Introduction to Managerial Accounting	BUS327 Financial Management
ACC302 Cost Management	BUS334 Operations Management
BUS215 Legal Environments of Business	BUS337 Quality Management
BUS226 Principles of Marketing	BUS339 Enterprise Resource Planning Systems
BUS235 Dynamics of Management	BUS491 Capstone: Strategic Management & Policy
BUS300 Organizational Development & Change	COM112 Computer Applications II
	ECO240 Economics

General Electives - 33 credits

Bachelor of Science in Business: Strategic Human Resource Management

The Strategic Human Resource Management concentration is available to students who aspire to work in human resources or other management positions. In addition to the core business philosophies and practices, students will identify and define issues that face employees and executives in today's business climate. Students will discuss and debate issues and applications in such areas as compensation and benefits, talent management, best practices, and more. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 48 credits

ACC100 Introduction to Financial Accounting	BUS307 Compensation & Benefits
ACC101 Introduction to Managerial Accounting	BUS308 Communicating for Business
BUS215 Legal Environments of Business	BUS327 Financial Management
BUS226 Principles of Marketing	BUS329 Human Resources Policy & Law
BUS235 Dynamics of Management	BUS371 Best Practices in Human Resource Management
BUS255 Human Resource Management	BUS491 Capstone: Strategic Management Policy
BUS262 Talent Management	COM112 Computer Applications II
BUS300 Organizational Development & Change	ECO240 Economics

General Electives - 30 credits

Criminal Justice

Degrees: **Bachelor of Science in Criminal Justice: Criminal Justice Studies**
 Bachelor of Science in Criminal Justice: Offender Rehabilitation & Victim Advocacy

Criminal Justice Major

The Bachelor of Science in Criminal Justice degree program is designed for women who intend to pursue a professional career in fields such as corrections, homeland security, the juvenile justice system, probation and parole, corporate and private security, and law enforcement on a local, state, federal, or international level.

The full-time and adjunct faculty who teach in the Criminal Justice Department are well-respected throughout the country for their professionalism, scholarship, innovative thinking, and leadership. They bring decades of practical hands-on experience to the classroom.

Throughout the Criminal Justice curriculum, students engage in interactive learning. Students utilize a case-based system to hone their critical thinking skills to solve and analyze real life criminal justice problems. This practiced application of knowledge prepares students for the wide variety of situations they will encounter in their chosen field. Furthermore, students wishing to pursue graduate studies will be well prepared for the academic rigor required of such programs.

Student Learning Outcomes:

- Recognize and apply the historical, political, cultural and social context of the role of women in the criminal justice system in the United States and the World to real world criminal justice problems.
- Employ a variety of communications strategies to effectively deliver and share information to diverse audiences and to coordinate the activity of different agencies.
- Demonstrate the ability to apply ethical standards and best practices to all criminal justice activities.
- Identify and evaluate the impact of cultural, moral and human rights factors in managing risk to individuals, organizations and communities from all criminal justice activity.
- Demonstrate the ability to work effectively in a wide variety of partnerships and diverse communities.
- Effectively use specialized knowledge and skills to respond to the challenges in criminal justice.
- Apply criminal justice research methods including the analysis of data to identify and effectively respond to all forms of criminality.

Criminal Justice Minor

The Criminal Justice Minor is comprised of the following 15 credits:

CRJ202 Victimology & Criminology (CRJ120 prerequisite*)
CRJ222 Criminal Investigations and the Elements of Criminal Law
CRJ275 Criminal Procedure for the Criminal Justice Professional
CRJ300 Corrections
CRJ320 Probation & Parole

Criminal Justice Studies

Bachelor of Science in Criminal Justice: Criminal Justice Studies

In this major, students will learn the historical, political, and social context of women in criminal justice. The major focuses on the ethical and cultural components of criminal justice decision-making and the individual, organizational, and societal implications of those decisions. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 42 credits

CIT300 Communicating for Leadership	CRJ255 Women in Criminal Justice
CRJ120 Introduction to Criminal Justice	CRJ275 Criminal Procedure
CRJ202 Victimology & Criminology	CRJ325 Criminal Organizations
CRJ204 Principles of Policing	CRJ402 Ethics & the Criminal Justice Professional
CRJ233 Research Methods for Criminal Justice	CRJ498 Criminal Justice Internship or Elective
	12 credits of Criminal Justice Electives

General Electives - 36 credits

Bachelor of Science in Criminal Justice: Offender Rehabilitation & Victim Advocacy

People are often the victims and sometimes the perpetrators of crime. This unique major within Criminal Justice explores those individuals that are affected by the criminal justice system. Students analyze and evaluate the processes and systems designed to help rehabilitate victims and offenders. Students learn how to help victims of crime with specific techniques associated with crime prevention, legal rights, and protections. Students will research the most effective safety protocols and availability of social services in their communities and throughout the world. They will learn how to assist clients with court statements and appearances and provide supervision, education, and emotional support to victims. They will analyze and evaluate real life cases and determine and apply best practices within jails, prisons, juvenile facilities, and during parole and probations. Students will investigate the ethical implications of working with victims and offenders. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	SOC200 Social Problems
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 45 credits

CIT300 Communicating for Leadership	CRJ402 Ethics & the Criminal Justice Professional
CRJ120 Introduction to Criminal Justice	CRJ407 Capstone: Offender Intervention/Victim Services
CRJ202 Victimology & Criminology	3 credits of Criminal Justice Elective
CRJ233 Research Methods for Criminal Justice	HSR402 Addictions & Interventions or
CRJ255 Women in Criminal Justice	PSY341 Drugs & Behavior
CRJ300 Corrections	PSY240 Abnormal Psychology
CRJ320 Probation & Parole	SOC210 Family & Martial Systems
CRJ333 Introduction to Victim & Offender Mediation	SOC305 Domestic Violence

General Electives - 33 credits

Cybersecurity

Degree: Bachelor of Science in Cyber Security: Digital Forensics

Certificate: Cyber Security: Digital Forensics

The ever increasing use of the internet and mobile devices by individuals, businesses, and governments has led to a surge in cybercrime, hacks, and attacks. Every individual and organization is increasing vulnerable to data mining, theft, and cyber assaults designed to shut down and cripple critical systems. Women who track these criminals by their digital footprints have one of the most rewarding and lucrative careers today. This program allows women who may never have done anything like this before to learn to detect and analyze crimes from their laptops. This career appeals to the woman who loves puzzles and finding clues. If you spend hours trying to figure out clues, you should use these talents to assist law enforcement agencies, and federal and state criminal investigations. If you are the one who loves figuring out “who did it” and “how did they do it,” this is the ultimate mystery. Even more, it gives women the chance to protect their organizations and communities and even their children from cyber criminals. That’s why it is an especially strong program for women working in banking, accounting, criminal justice, law, psychology, education, or forensics.

This program has hands-on classes with real problems to solve in a total of eight lab-based courses. This experience is both fun and challenging with faculty support every step of the way. This applied intense approach allows students to compete for positions typically requiring years of field experience.

Program Objectives:

1. *Demonstrate an understanding of current approaches to detect and/or deter cybercrime and to investigate incidences related to digital crime activity.*
2. *Demonstrate a mastery level of understanding of digital forensics tools and techniques.*
3. *Express an understanding of current issues relating to digital forensics and determine the best practices for attending to them based upon available resources and tools, and the overall needs of the organization.*

Digital Forensics

Certificate in Cyber Security: Digital Forensics

This certificate is designed to draw from fundamental degree courses that students in any major can complete. This certificate will offer a strong added credential to any student's course of study. Students are required to take the following 21 credits to satisfy the requirements for the certificate:

- CBY101 Introduction to Cyber Security
- CBY200 Introduction to Digital Forensics
- CBY220 Cyber Investigation
- CBY310 Cyber Investigation II
- CBY330 Mobile Technology Analysis I
- CBY430 Mobile Technology Analysis II
- CBY455 Capstone in Digital Forensics

Bachelor of Science in Cyber Security: Digital Forensics

The Digital Forensics program is offered using digital forensics software and lab based classes in conjunction with AccessData, the industry leader in digital forensic software. Women in this program practice computer forensics, incident response, eDiscovery, legal review, IP theft, and compliance auditing. Students have access to the most current materials, topics, case studies and tools available. After the completion of two lab courses, students will have the opportunity to participate in a paid work-study program at \$25 per hour (sponsored and funded by AccessData). Students graduating with a major in Digital Forensics will be prepared to obtain the AccessData Certified Examiner® certification allowing them to become Digital Forensic Examiners in a wide variety of government agencies and businesses. Bay Path University will be one of the first colleges in the Northeast, and the only women's college, to offer this opportunity for its students. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 30 credits

CBY101 Introduction to Cyber Security	CBY220 Cyber Investigations
CBY105 Introduction to Computer Science	CBY310 Cyber Investigation II
CBY200 Introduction to Digital Forensics	CBY330 Mobile Technology Analysis I
CBY205 Introductory Information Science	CBY430 Mobile Technology Analysis II
CBY210 Fundamentals of Network Security	CBY455 Capstone in Digital Forensics

General Electives - 48 credits

Education

Degrees: **Associate in Science in Early Childhood Leadership**
 Bachelor of Arts in Liberal Studies, concentration in Early Childhood
 Education, Public School Licensure
 Bachelor of Arts in Liberal Studies, concentration in Elementary Education,
 Public School Licensure
 Bachelor of Arts in Liberal Studies, concentration in Education Studies, Non-
 Licensure

Student Learning Outcomes:

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Curriculum, Planning, and Assessment standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Teaching All Students standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Professional Culture standard.
- Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.

To accomplish the Education Program goals, a Bay Path student is provided with:

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

Early Childhood and Elementary Education

Associate in Science in Early Childhood Leadership

Students are required to take the following 60 credits to satisfy the requirements of the degree:

University Core - 34 credits

BIO109 Biology I	WEL220 Women Empowered as Learners & Leaders
COM111 Computer Applications I	English Elective
ENG114 Critical Reading & Response	History Elective
ENG124 Research & Writing in the Discipline	Humanities/Art Elective
ENG134 Literary Genres	Math Elective (MAT112 or above)
PSY101 Introduction to Psychology	

Major Requirements - 21 credits

EDU110 Introduction to Early Childhood Education	MAT161 Numbers & Operations
EDU211 Methods & Approaches to Teaching I	MAT162 Functions & Algebra
EDU212 Methods & Approaches to Teaching II	PSY205 Child Development
EDU250 Introduction to Special Education	

General Electives - 5 credits

Bachelor of Arts in Liberal Studies with concentrations in Early Childhood Education or Elementary Education

Bachelor of Arts in Liberal Studies/Elementary Education (Grades 1-6)

(Licensure: Massachusetts Department of Elementary and Secondary Education)

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

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

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

The Education Programs at Bay Path University prepare students to be teachers and leaders in the elementary schools and/or the private preschool sector. Students prepare for licensure granted by the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Department of Early Education and Care (early childhood education students only). The goals of the Education Program are to ensure that our graduates are of excellent academic caliber and become exemplary teachers.

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

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

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

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

Admissions Requirements for Early Childhood Education and Elementary Education

The admissions process into the Education Programs at Bay Path University is rigorous. Admission to the University does not guarantee continuance or entry into upper-level education

courses (courses numbered 300-400). The student is encouraged to meet with her advisor periodically to review her progress toward meeting the specific requirements for her program of choice. It is the student's responsibility to meet all of her program requirements in a timely manner.

Education Program Requirements

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

1. The student must major in Liberal Studies.
2. The student is expected to have a cumulative grade point average of 3.0 or better prior to entering the senior year pre-practicum and practicum.
3. The student must **pass the Communication and Literacy Exam** of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass this exam in the second year of study or before completion of 60 credits. The student is considered enrolled in the Education Program when she passes the Communication and Literacy Exam.
4. In order to enroll in Pre-Practicum (EDU 441P or EDU 441Q) and Practicum with Seminar (EDU 497 or EDU 499), the student must **pass either the Early Childhood or General Curriculum Exam and the Foundations of Reading Exam** of the Massachusetts Tests for Educator Licensure (MTEL). It is recommended that students pass these exams in the third year of study or before completion of 90 credits.
5. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
6. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.
7. As of July 1, 2014, each student in a licensure program will be required to complete EDU 348 (or its equivalent) in order to seek licensure. This course will be completed as a co-requisite with the pre-practicum and practicum, unless the student is given permission by the Director to take the course ahead of the practicum experience.

Education Program Requirements for Transfer Students

1. To be considered for transfer into the Education Program at Bay Path University, a student must transfer a cumulative grade point average of 3.0 or better.
2. The transfer student must **pass the Communication and Literacy Exam** (MTEL) **prior** to entering Bay Path University or prior to completing 60 college credits. The transfer student is considered enrolled in the Education Program when she passes the Communication and Literacy Exam.
3. All Education Program requirements at the 100-200 level must be completed prior to entering any courses numbered 300 or above. This may extend the time it takes to complete the Liberal Studies/Education Program and earn the baccalaureate degree. The transfer student must develop a plan for course selection and sequencing with her academic advisor.
4. The transfer student is expected to have a cumulative grade point average of 3.0 or better prior to entering the senior year pre-practicum and practicum.
5. In order to enroll in Pre-Practicum (EDU 441P or EDU 441Q) and Practicum with Seminar (EDU 497 or EDU 499), the student **must pass either the Early Childhood or General Curriculum Exam and the Foundations of Reading Exam** of the Massachusetts

- Tests for Educator Licensure (MTEL). It is recommended that students pass these exams in the third year of study or before completion of 90 credits.
6. A student who does not meet the criteria but who seeks licensure must meet with her academic advisor to plan a course of action. This plan may include re-taking courses and meeting with the Director of the Academic Development Center to better utilize available support services.
 7. Education Program requirements are subject to modification due to changes as stipulated by Bay Path University and/or recommendations from the Massachusetts Department of Elementary and Secondary Education.
 8. As of July 1, 2014, each student in a licensure program will be required to complete EDU 348 (or its equivalent) in order to seek licensure. This course will be completed as a co-requisite with the pre-practicum and practicum, unless the student is given permission by the Director to take the course ahead of the practicum experience.

Retention in the Education Program

1. The student is expected to have a **cumulative grade point average of 3.0 (B) or better** prior to entering the senior year pre-practicum and practicum.
2. The student must **pass the Communication and Literacy component** of the Massachusetts Tests for Educator Licensure (MTEL) in order to enter specified education courses numbered 300 or above. For specifics, refer to the course descriptions in the Bay Path University Undergraduate Catalog.
3. In order to qualify for pre-practicum and practicum in the senior year, **the student must pass all three exams that comprise the Massachusetts Tests for Educator Licensure (MTEL).**

Early Field Experiences

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

Pre-Practicum

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

Practicum (Student Teaching)

Practicum is a field-based experience in a public elementary school, supervised jointly by a public school teacher and college supervisor. Practicum is part of the senior year experience and is a full-time commitment. Practicum hours are earned over a 12-week period; students must complete a minimum of 300 hours. Placement is done in conjunction with the Education Department, public school, and central office of a school district. In order to qualify for a placement, the student must have a cumulative grade point average of 3.0 (B) or better, must pass all required MTEL exams, must have successfully completed pre-practicum, must be in good standing at the University, must complete a CORI (Criminal Offense Records Investigation)

check, and any other requirements as mandated by a school district. As part of the practicum experience, the student will participate in a weekly seminar session with a program supervisor. It is recommended that Bay Path students do not take courses or hold employment during the practicum semester.

Exit from the Education Program

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

The Massachusetts Tests for Educator Licensure (MTEL)

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

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

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

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

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

Undergraduate Enrollment in Graduate Courses

Undergraduate students who wish to enroll in graduate courses must have a minimum grade point average of 3.0 or better, be accepted into the graduate program as a conditional admit, and have the permission of the graduate program director and Dean of the applicable school. Students may enroll in up to two graduate courses, and the courses will count toward the 120 credits required for the undergraduate degree. Tuition will be at the undergraduate tuition rate. The student must achieve a grade of B or better in the graduate courses to continue in the graduate program. After the bachelor degree is conferred and the grade of B or better is verified, the student will be accepted into the graduate program as a matriculating student and the courses will be accepted into the graduate program as transfer credits.

Post-Baccalaureate Degree Admission

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

Teaching in States Outside of Massachusetts

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

Title II of the Higher Education Act

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

Bachelor of Arts in Liberal Studies with a concentration in Early Childhood Education

Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	HIS115 United States since 1870
ENG114 Critical Reading & Response	Humanities/ Art Elective
ENG124 Research & Writing in the Discipline	Math Elective (MAT112 or higher)
ENG134 Literary Genres	PSY101 Introduction to Psychology
ENG221 American Literature	WEL220 Women as Empowered Learners & Leaders
Healthy Living	WEL330 Strategies for Personal & Career Growth
HIS114 United States to 1870	WEL440 Leadership in Practice

Major Requirements - 36 credits

ECO240 Economics	HIS203 Global History since 1500
ENG210 Children's Literature	MAT161 Numbers & Operations
ENG311 World Literature	MAT162 Functions & Algebra
GEO102 Introduction to Geography	MAT163 Geometry & Statistics
GOV100 American Government	PHS100 Physical Science for Non-Science Majors
HIS202 Global History to 1500	PSY205 Child Development

Concentration Requirements - 42 credits

EDU110 Introduction to Early Childhood Education	EDU330 Fundamentals of Instruction
EDU211 Methods & Approaches to Teaching I	EDU348 Reading & Language for ELL
EDU212 Methods & Approaches to Teaching II	EDU350 Curriculum Development

EDU250 Introduction to Special Education

EDU300 Reading & Early Literacy

EDU323 Reading & Language Arts for
Elementary School

EDU441P Early Childhood Education Pre-
Practicum

EDU498 Seminar

EDU497 Early Childhood Education
Practicum

Bachelor of Arts in Liberal Studies with a concentration in Elementary Education

Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	HIS115 United States since 1870
ENG114 Critical Reading & Response	Humanities/Art Elective
ENG124 Research & Writing in the Discipline	Math Elective (MAT112 or higher)
ENG134 Literary Genres	PSY101 Introduction to Psychology
ENG221 American Literature	WEL220 Women as Empowered Learners & Leaders
Healthy Living	WEL330 Strategies for Personal & Career Growth
HIS114 United States to 1870	WEL440 Leadership in Practice

Major Requirements - 36 credits

ECO240 Economics	HIS203 Global History since 1500
ENG210 Children's Literature	MAT161 Numbers & Operations
ENG311 World Literature	MAT162 Functions & Algebra
GEO102 Introduction to Geography	MAT163 Geometry & Statistics
GOV100 American Government	PHS100 Physical Science for Non-Science Majors
HIS202 Global History to 1500	PSY205 Child Development

Concentration Requirements - 36 credits

EDU130 Education, Schools & Culture	EDU348 Reading & Language for ELL
EDU250 Introduction to Special Education	EDU350 Curriculum Development
EDU300 Reading & Early Literacy	EDU441Q Elementary Education Pre-Practicum
EDU323 Reading & Language Arts for Elementary School	EDU498 Seminar
EDU330 Fundamentals of Instruction	EDU499 Elementary Education Practicum

General Electives - 6 credits

Bachelor of Arts in Liberal Studies with a concentration in Education Studies, Non-Licensure

This program is intended for students whose career plans **do not** require Massachusetts teacher licensure at the bachelor's level, or who are seeking career paths in education other than public school teaching, and/or are planning on attending a graduate program in education. Students gain knowledge and skills in appropriate pedagogy and content with the opportunity to design a concentration that fits their particular career focus. This program offers many elective credits in order to support the acquisition of various certificates, internships, or other credentials. Students may transfer in Education courses, but they must also complete two courses at Bay Path University: EDU 130 Education, Schools, and Culture and EDU 350 Curriculum Development.

Students will be able to:

1. Apply the theories of instruction and curriculum by creating written lesson plans and presenting lesson demonstrations.
2. Evaluate different instructional techniques and curriculum adaptations to meet the needs of heterogeneous learners in the general education classroom. Lesson plans will include modifications that meet the needs of diverse learners.
3. Interpret the teaching of literacy skills, social studies, mathematics, and science in the context of problem solving techniques and integrated curriculum.
4. Employ multiple assessment methods to evaluate children's understanding and progress and to make instructional decisions.
5. Recall knowledge of current educational issues related to the philosophy, history, and politics of education, particularly in the United States.
6. Demonstrate professional behavior in their role as observers in the field.
7. Examine personal commitment to the teaching profession through reflection on classroom and field experiences.

Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Humanities/ Art Elective
COM111 Computer Applications I	Math Elective (MAT112 or higher)
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
Healthy Living	WEL330 Strategies for Personal & Career Growth
HIS114 United States to 1870	WEL440 Leadership in Practice

Major Requirements - 42 credits

ENG210 Children's Literature	3 credits of Math Elective
HIS 315 Contemporary America or ENG311 World Literature	PSY205 Child Development
3 credits of History Elective	3 credits of Science Elective
6 credits of Humanities Electives	3 credits of Social Behavioral Elective
12 credits of Liberal Arts Electives	3 credits of Social Science Elective

Education Residency Requirements - 6 credits

EDU130 Education, Schools & Culture	EDU350 Curriculum Development
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Education Electives - 15 credits

General Electives - 15 credits

Health Services Administration

Degree: Bachelor of Science in Health Services Administration:
Health Sciences
Bachelor of Science in Health Services Administration:
Health & Wellness

Certificate: Health & Wellness

The Bachelor of Science in Health Services Administration (BSHSA) provides a strong preparation for women interested in moving into or enhancing their professional career as an administrator and manager of healthcare services and institutions. The degree prepares women to excel in the decision-making processes that create cost effective delivery of high quality care to consumers.

Students engage in applied, interactive learning environments that further develop their analytic and critical thinking skills. The Health Services Administration core engages students in experiences that build their effectiveness as managers and administrators in this field. It prepares students to deliver high quality care and services in this heavily regulated, rapidly changing, and financially challenging environment. BSHSA graduates apply the latest theories and practices in healthcare organizational structures, strategic planning, finance, funding and reimbursement, legal and regulatory policies, ethical and social issues, human resource management, contemporary healthcare diseases, information technology, and marketing. This curriculum prepares graduates to lead organizations and institutions through the ever-changing regulatory landscape and increasingly complex financial challenges of the global healthcare industry. Graduates meet these challenges with integrity while delivering the highest quality of care to the global, diverse consumers of the 21st century.

Program Objectives:

1. Analyze theories of management and decision-making processes and explore various organizational structures affecting quality and cost-effective healthcare to consumers.
2. Create effective human resource strategies for the recruitment, training, and retention of healthcare personnel.
3. Analyze complex healthcare problems and offer effective solutions within the constraints of policy, law, regulations, and ethical principles in the management of healthcare organizations.
4. Utilize information technology to manage and develop quality healthcare including financial planning and project management.
5. Examine quality management systems and tools utilized to improve consumer care, reduce legal risks to an organization, and ensure appropriate utilization of resources.
6. Use appropriate medical terminology to explore contemporary health issues and identify and describe programs and services that meet consumer health needs.
7. Apply the general principles of healthcare finance, reimbursement, and sources of income to ensure efficient and effective financial management.
8. Develop a comprehensive plan for a healthcare facility addressing a problem in a third world country utilizing the best theories and practices.

Health Sciences

Bachelor of Science in Health Services Administration: Health Sciences

The Health Sciences major allows students with previous course work in healthcare or the sciences to apply 15 credits of that work toward the healthcare core requirements in this degree. Students with associate's degrees or previous medical and science courses and experience, such as licensed practical nurses, dental hygienists, certified nursing assistants, and other direct healthcare workers find that many of their college credits do not transfer into management programs. Yet, these individuals are being required to finish a bachelor's degree quickly. This major gives healthcare practitioners a powerful option to move into or up in administration or management. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 45 credits

COM112 Computer Applications II	HSA380 Policy & Law in Health Services
HSA300 Health Service Management & Organizational Structure in the 21 st Century	HSA400 Medical Ethics & Social Responsibility
HSA330 Information Technology in Healthcare Administration	HSA420 Healthcare Finance
HSA340 Strategic Human Resource Management for Healthcare Organizations	HSA460 Healthcare Marketing: Trends & Strategies
HSA360 Health Services Quality Management & Outcome Analysis	HSA480 Health Services Senior Seminar
	15 Credits of Health Science Electives

General Electives - 33 credits

Health & Wellness

Certificate in Health & Wellness

This certificate is designed to prepare students to create and manage programs that promote longer, healthier, happier, and more successful lives. Students are required to take the following 18 credits to satisfy the requirements for the certificate:

- HSW200 Nutrition
- HSW300 Fitness Throughout the Lifespan
- HSW351 Children's Health & Nutrition
- HSW352 Women's Health & Wellness Issues
- HSW353 Men's Health & Wellness Issues
- HSW400 Capstone: A Healthier Community

Bachelor of Science in Health Services Administration: Health & Wellness

This major prepares students to become active providers and educators of processes, activities, and programs that promote a longer, healthier, happier, and more successful existence. This program inspires how students view health and wellness as a balance of the mind, body, and spirit that results in an overall feeling of well-being. The major and certificate explore the seven dimensions of wellness: physical, mental (intellectual), emotional, environmental, social, spiritual, and occupational. Yet, it goes further to examine how these seven dimensions are interrelated and how to use them to build the multiple dimensions of a strong and proactive health and wellness program. Three courses are dedicated to the unique fitness and nutritional needs of children, women, and men, and assists students in learning what promotes and enhances the maintenance of good health rather than the correction or treatment of poor health. Students completing this program are prepared to further the missions of health and wellness organizations and help employers meet the objectives of worksite wellness programs. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 48 credits

COM112 Computer Applications II	HSW353 Men's Health & Wellness Issues
HSW200 Nutrition	HSA360 Health Services Quality Management & Outcome Analysis
HSA300 Health Service Management & Organizational Structure in the 21 st Century	HSA380 Policy & Law in Health Services
HSW300 Fitness Throughout the Lifespan	HSA400 Medical Ethics & Social Responsibility
HSA330 Information Technology in Healthcare Administration	HSW400 Capstone: A Healthier Community
HSA340 Strategic Human Resource Management for Healthcare Organizations	HSA420 Healthcare Finance
HSW351 Children's Health & Nutrition	HSA460 Healthcare Marketing: Trends & Strategies
HSW352 Women's Health & Nutrition	HSA480 Health Services Senior Seminar

General Electives - 30 credits

Leadership and Organizational Studies

Degree: Bachelor of Arts in Leadership & Organizational Studies
Bachelor of Arts in Leadership & Organizational Studies: Food Science & Safety

Certificate: Food Science & Safety
Leadership & Organizational Studies

The Bachelor of Arts in Leadership and Organizational Studies (LOS) allows women to complete a degree online in leadership in a few as 12 months because of its extensive transfer credit and/or Prior Learning Assessment credit acceptance. The LOS degree builds on a woman's life experience and skills, and prepares her to take on or advance in leadership roles, both professionally and personally. This program combines a strong foundation of ethical leadership and advanced communications/technology skills with the study of organizational survival and prosperity amidst constant social, economic, and political change. Drawing on the experience and instruction of outstanding faculty from diverse leadership backgrounds, this degree prepares students to lead in the private, public, and non-profit sectors. This accelerated program offers a flexible, convenient, and highly supportive online format to assist students in reaching their goal of degree completion and career advancement.

Program Learning Outcomes:

Students in these programs will be able to:

- Develop greater self-awareness to leverage their potential, passion, and purpose.
- Optimize their communication skills as confident and compelling leaders.
- Effectively lead organizational change by leveraging resources.
- Negotiate conflict and implement innovative solutions to achieve progress.
- Value, understand, and work well with diverse people.
- Capitalize on technology as a driving force for communication and change.

Food Science & Safety

Certificate in Food Science & Safety

Students completing this certificate develop strong skills and knowledge in the area of food science with a sequence of courses and laboratory experience in food biology, food chemistry, and food safety. This accelerated program offers a convenient and highly supportive format to assist students in reaching their goal of degree completion and career advancement in the food industry, including: regulation, manufacturing, and management of food businesses. Graduates of this program know what constitutes food quality and safety. They have identified beneficial microorganisms and foodborne diseases, and they have learned effective ways these organisms are introduced, eliminated, and controlled. Each student develops a professional philosophy and identify as a food professional. Students are required to take the following 29 credits to satisfy the requirements for the certificate:

- FSS100 Introduction to Food Science
- FSS120 Foodborne Microorganisms with Laboratory
- FSS150 Food Spoilage and Foodborne Diseases with Laboratory
- FSS220 Food Chemistry I with Laboratory
- FSS250 Food Chemistry II with Laboratory
- FSS300 Food Processing with Laboratory
- FSS320 Food Defense
- FSS350 Food Science Seminar

Bachelor of Arts in Leadership & Organizational Studies: Food Science & Safety

Drawing on the experience and instruction of outstanding faculty from diverse leadership backgrounds, this degree prepares students to lead in the private, public, and non-profit food sectors. This accelerated program offers a flexible, convenient, and highly supportive online format to assist students in reaching their goal of degree completion and career advancement in the field of food inspection, manufacturing, and management. Graduates of this program know what constitutes food quality and safety. They have identified beneficial microorganisms and foodborne diseases, and they have learned effective ways these organisms are introduced, eliminated, and controlled. They have designed and conducted experiments and have developed a powerful professional philosophy and identity as a leader in this field. These course are carefully sequences to build knowledge and skills. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

FSS120 Foodborne Microorganisms w/ Lab	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 46 credits

FSS100 Intro to Food Science	LOS310A Effective Communication Skills for the Workplace
FSS150 Foodborne Diseases w/ Lab	LOS315A Organizational Behavior & Leadership
FSS220 Food Chemistry I w/ Lab	LOS325A Leadership & Management in a Global World
FSS250 Food Chemistry II w/ Lab	LOS350A Organizational Budgeting & Personal Finance
FSS300 Food Processing w/ Lab	LOS400A Ethical Leadership
FSS320 Food Defense	LOS425A Operations Management & Decision Making
FSS350 Food Science Seminar	LOS430A Leading Organizational Change

General Electives - 32 credits

Leadership & Organizational Studies

Certificate in Leadership & Organizational Studies

Students are required to take the following 15 credits to satisfy the requirements for the certificate:

LOS325A Leadership & Management in a Global World
LOS350A Organizational Budgeting & Personal Finance
LOS400A Ethical Leadership
LOS425A Operations Management & Decision Making
LOS430A Leading Organizational Change

Bachelor of Arts in Leadership & Organizational Studies

Drawing on the experience and instruction of outstanding faculty from diverse leadership backgrounds, this degree prepares students to lead in the private, public, and non-profit sectors. This accelerated program offers a flexible, convenient, and highly supportive online format to assist students in reaching their goal of degree completion and career advancement. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 21 credits

LOS310A Effective Communication Skills for the Workplace	LOS400A Ethical Leadership
LOS315A Organizational Behavior & Leadership	LOS425A Operations Management & Decision Making
LOS325A Leadership & Management in a Global World	LOS430A Leading Organizational Change
LOS350A Organizational Budgeting & Personal Finance	

General Electives - 57 credits

Legal Studies

Degrees: Associate in Science in Paralegal
Bachelor of Arts in Legal Studies

Certificate: Advanced Paralegal Studies

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

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

Student Learning Outcomes

Upon completion of the Legal Studies program, graduates will be able to:

- Understand, analyze, produce, evaluate, and present (orally) appropriate solutions to legal challenges of the working legal professional within the context of delivery of legal services.
- Apply legal research skills using full range of materials, both print and electronic.
- Perform legal writing for different audiences, purposes, and kinds of documents.
- Exhibit an understanding of substantive issues and legal procedures by identification and analysis of legal issues.

Program Goals

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

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

Policy on Transfer and General Education and Legal Specialty Course Credits

Students seeking legal studies degrees or a certificate must complete at least 18 credits of general education course work in at least three disciplines, such as social sciences, natural sciences, mathematics, humanities, languages, and English. Under normal circumstances, a student must complete at least 18 credit hours of legal specialty courses at Bay Path in order to receive a degree from the University. Generally Bay Path University will accept course credits in transfer as legal specialty courses, only courses taken at another A.B.A. approved program. Requests to accept

transfer credits as legal specialty courses are reviewed on an individual basis by the Program Director and Registrar. If necessary, the Registrar and the Director will review the course description and syllabus from the originating college. A student wishing to transfer credits into one of the college's legal programs as a legal specialty course bears the burden of proving the course is a legal specialty course.

In the Certificate of Advanced Paralegal Studies program, the student must complete at least 15 credit hours of legal specialty courses at Bay Path. Any additional credits for legal specialty courses applied toward the Certificate must be taken at an A.B.A. approved program and are accepted after review by the Legal Studies Program Director.

Students seeking to transfer credits taken online from an ABA approved program must notify the Registrar and Legal Studies Program Director that the course was taken online. The decision to accept credits earned online rests with the Legal Studies Program Director in consultation with the Registrar. Legal specialty credit will not be granted for online courses that were earned in a program that is not ABA approved. Final determination of the acceptance of transfer credit for legal specialty courses taken at other institutions, including ABA approved programs, is made by the Program Director and is not appealable. Credits for college-level courses taken at other accredited institutions that are not accepted as legal specialty credits may be accepted as general education credits.

Students seeking legal studies degrees or a certificate who wish to receive credit through prior learning assessment should contact the Legal Program Director before initiating the PLA process to ensure that such credits will meet departmental requirements. Students in Bay Path's legal programs may receive up to 15 credits for prior learning.

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

Legal Studies

Certificate in Advanced Paralegal Studies (Approved by the American Bar Association)

The Advanced Paralegal Studies certificate program is appropriate for students who have previously received an associate or baccalaureate degree or who have completed a minimum of 60 credit hours of approved college courses. Students majoring in any other program can receive a Certificate of Advanced Paralegal Studies by completing the 21 credits. Students seeking a Certificate of Advanced Paralegal Studies are encouraged to take more than the minimum number of legal specialty courses to enhance their ability to find employment in legal settings. The ceremony at which the certificates are awarded is held in the spring of each year, preceding the graduation ceremony. Students who complete their program requirements at other times during the year may have their certificates mailed to them. They may also attend the ceremony in the spring. The ceremony at which the certificates are awarded is held each year, in the spring, preceding the graduation ceremony. Students who have completed their program requirements at other times during the year may have their certificates mailed to them, and they may also attend the ceremony in the spring. Certificate conferral dates include dates in May, December, and other times as deemed appropriate by the University.

The Certificate of Advanced Paralegal Studies (21 credits) may be completed in 12-18 months of continuous part-time enrollment. The Certificate of Advanced Paralegal Studies can be earned by students who are enrolled in:

- Associate in Science in Paralegal Studies program
- Bachelor of Arts in Legal Studies
- A program leading to a bachelor's degree, including business, liberal studies, or psychology and who are incorporating the paralegal certificate program into their degree
- The Certificate of Advanced Paralegal Studies program because they have previously received an associate or baccalaureate degree or completed a minimum of 60 credit hours of college courses in specific areas

In order to qualify to receive a Certificate of Advanced Paralegal Studies, students must complete all degree and certificate program requirements outlined in the Legal Studies Department's program description. One Day students may also elect to fulfill the requirements for the Paralegal Certificate within certain majors and degree programs.

Students are required to take the following 21 credits to satisfy the requirements for the certificate:

LAW103 Introduction to the American Legal System
LAW232 Principles of Litigation
LAW240 Legal Research & Writing
LAW241 Computer Assisted Legal Research
LAW246 Tort Law
LAW260 Real Estate Law
LAW Specialty Elective

Associate in Science in Paralegal Studies

The Associate of Science in Paralegal provides a two-year education to prepare its graduates for entry-level paralegal positions in a variety of settings. Paralegals work under the supervision of an attorney and are not authorized to engage in the practice of law. Students enrolled in the associate program are required to take six legal specialty courses. Legal specialty courses cover a specific area of law, procedure, or the legal process and emphasize practical and technical paralegal skills, forms, documents, procedures, and legal principles and theories. Upon completion of the degree, students earn a Certificate of Advanced Paralegal Studies. Students in the Associate of Science program are encouraged to continue their education to earn a Bachelor's degree because many employers now prefer graduates with a four-year degree from an A.B.A. approved paralegal program. Students are required to take the following 60 credits to satisfy the requirements of the degree:

University Core - 34 credits

BIO109 Biology I	GEO102 Introduction to Geography
CIT210 Intercultural Communication	HIS115 United States History since 1870
COM111 Computer Applications I	Humanities/ Art Elective
ENG114 Critical Reading & Response	LAW103 Introduction to American Legal Systems
ENG124 Research & Writing in the Discipline	PSY101 Introduction to Psychology
ENG134 Literary Genres	

Major Requirements - 24 credits

GOV100 American Government	LAW241 Computer Assisted Legal Research
LAW220 Business Law	LAW246 Tort Law
LAW232 Principles of Litigation	LAW250 Wills, Estates & Trust Management
LAW240 Legal Research & Writing	LAW260 Real Estate Law

General Electives - 2 credits

Bachelor of Arts in Legal Studies

The Bachelor of Arts in Legal Studies is appropriate for the student who is contemplating attending law school or graduate school following graduation and who has a strong interest in the humanities. It is also appropriate for the student who intends to enter the legal, business, or other professional field after graduation. Students may choose to enter law or graduate school while employed as a paralegal. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
HIS115 United States since 1870	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 51 credits

GOV100 American Government	LAW250 Wills, Estates & Trust Management
LAW103 Introduction to American Legal Systems	LAW260 Real Estate Law
LAW220 Business Law	LAW311 Family Law
LAW232 Principles of Litigation	LAW330 Advanced Litigation
LAW240 Legal Research & Writing	LAW371 Evidence
LAW241 Computer Assisted Legal Research	LAW405 Constitutional Law
LAW246 Tort Law	LAW415 Advanced Legal Research & Writing
LAW248 Principles of Criminal Procedure	LAW490 Legal Ethics
LAW249 Principles of Criminal Law	

General Electives - 27 credits

Liberal Studies

Degrees: **Associate in Arts in Liberal Studies**
 Bachelor of Arts in Liberal Studies

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

Goals: The goal of the Liberal Studies Department is to prepare critical thinkers, articulate communicators, and effective problem solvers, ready to enter a variety of career paths or proceed to graduate level study upon completion of their undergraduate studies. Student learning outcomes, as adopted from AAC&U and the National Forum on Information Literacy, include the following:

- Students will have the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. Students will have the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- Students will have the ability to integrate learning - across courses, over time, and between campus and community life. Students will be effective integrative learners, able to make simple connections among ideas and experiences, as well as synthesize and transfer learning to new, complex situations within and beyond the campus.
- Students will develop critical thinking skills characterized by their comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will recognize that success in all disciplines requires habits of inquiry and analysis that share common attributes.
- Students will become dialectical thinkers, demonstrating solid knowledge of disciplinary parameters and will be able to push beyond those boundaries in new, unique, or atypical recombination by uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking in order to envision a response.
- Students will develop well-rounded thinking skills that give them the ability to know when there is a need for information, as well as to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Associate in Arts in Liberal Studies

This major explores all aspects of the liberal arts – fine arts, literature, science, social science, and history – and helps to develop an understanding of the factors that shape our lives. Students are required to take the following 60 credits to satisfy the requirements of the degree:

University Core – 34 credits

BIO109 Biology I	WEL220 Women Empowered as Learners & Leaders
COM111 Computer Applications I	English Elective
ENG114 Critical Reading & Response	History Elective
ENG124 Research & Writing in the Discipline	Humanities/Art Elective
ENG134 Literary Genres	Math Elective (MAT112 or above)
PSY101 Introduction to Psychology	

Major Requirements – 18 credits of Liberal Arts courses

General Electives – 8 credits

Bachelor of Arts in Liberal Studies

The Liberal Studies major has a broad and versatile academic program that allows for exceptional thinking, writing, and presentation skills. Students will synthesize information from a variety of areas, drawing from their wealth of knowledge and applying it to critical thinking and problem solving. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core – 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT Elective (MAT112 or higher)
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
HIS114 United States to 1870	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements – 42 credits

3 credits of English Elective	12 credits of Liberal Studies Electives
HIS315 Contemporary America	6 credits of Science Electives
3 credits of History Elective	6 credits of Social Behavioral Electives
6 credits of Humanities Electives	3 credits of Social Science Elective

General Electives – 36 credits

Nursing

Degree: Bachelor of Science in Nursing

This program is designed specifically for the Registered Nurse (RN) seeking to earn the Bachelor of Science in Nursing (BSN) degree. Students engage in a curriculum that is designed to support each student's personal and professional career goals. Students learn vital information and essential skills that built on their current knowledge and skills to meet the demands of clients in the dynamic healthcare environment. Students evaluate the professional nursing role and enhance their skills and knowledge in the areas of health assessment, ethical decision making, communication, leadership, and research. Students learn new skills and knowledge through real world case studies, challenging assignments, and best practice simulations. Dedicated, experienced nursing faculty provide students with the most current and relevant evidence-based information in a highly supportive environment with individual mentorship and guidance. Students reinforce their critical thinking and problem solving skills by identifying, analyzing, and effectively addressing healthcare challenges drawn from the current or developing issues in the healthcare workplace. The program's breadth and depth ensures the baccalaureate student integrates the knowledge and skills necessary to attain critical practice focused outcomes, and that students develop and refine knowledge and skills necessary to manage care as part of a highly skilled, professional interdisciplinary team. The program is based on the Massachusetts Nursing Core Competencies, which meet all national requirements.

Those competencies fall into ten categories:

- Patient-centered care
- Professionalism
- Leadership
- Systems-based practice
- Informatics and technology
- Communication
- Teamwork and collaboration
- Safety
- Quality improvement
- Evidence-based practice

Student Learning Outcomes:

- Demonstrate holistic patient-centered care by respecting individual's preferences, culture, and abilities, and actively engaging the individual and/or family as full partners in healthcare delivery.
- Demonstrate and advocate for professionalism and accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, global, cultural, and humanistic principles.
- Demonstrate leadership potential by creating and facilitating work environments in the achievement of shared goals.
- Apply knowledge of systems-based practice to optimize provision of healthcare.
- Apply informatics and technology to optimize provision of healthcare.
- Apply effective communication to interactions to enhance patient satisfaction and health outcomes.
- Demonstrate effective teamwork and collaboration.
- Facilitate safety through individual performance and health systems operations.
- Apply quality improvement principles as a component of provision of healthcare.
- Apply evidence-based practice as a component of healthcare decisions.

RN-to-BSN Program

Bachelor of Science in Nursing

Students graduating with this degree will use knowledge and critical thinking from liberal arts, humanities, technology, and sciences, as well as theory and research in nursing practice. Students will learn cultural diversity and ethical, legal, and professional standards to plan and implement care for clients in diverse settings. The Commission on Collegiate Nursing Education has clearly defined the following nine Essentials of Baccalaureate Education for Professional Nursing practice: liberal education for baccalaureate generalist nursing practice; basic organizational and systems leadership for quality care and patient safety; scholarship for evidence-based practice; information management and application of patient care technology; healthcare policy, finance, and regulatory environments; interprofessional communication and collaboration for improving patient health outcomes; clinical prevention and population health; professionalism and professional values; and baccalaureate generalist nursing practice. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT120 Statistics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/Art Elective	WEL440 Leadership in Practice

Major Requirements - 45 credits

BSN200 Professional Nursing	BSN410 Research for the Nursing Professional
BSN220 Health Assessment	BSN420 Leadership in Healthcare Systems for the Nursing Professional
BSN340 Vulnerable Populations	BSN440 Professional Nursing Capstone I
BSN360 Nursing & Global Diversity	BSN450 Professional Nursing Capstone II
BSN380 Healthcare Policy & the Nursing Professional	12 credits of Nursing/Science Electives
BSN400 Community Health & the Nursing Professional	

General Electives - 33 credits

PSYCHOLOGY

Degrees: **Bachelor of Arts in Psychology**
 Bachelor of Arts in Psychology: Child Psychology
 Bachelor of Arts in Psychology: Counseling Foundations
 Bachelor of Arts in Psychology: Foundations of Alcohol & Drug Abuse
 Counseling
 Bachelor of Arts in Psychology: Human Services & Rehabilitation

Certificate: **Human Services & Rehabilitation**

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

Student Learning Outcomes

By completing the degree in Psychology, the successful student should have the following competencies, as determined by the American Psychological Association (APA):

1. Knowledge Base in Psychology
 - Describe key concepts, principles, and overarching themes in psychology
 - Develop a working knowledge of psychology's content domains
 - Describe applications of psychology.
2. Scientific Inquiry and Critical thinking
 - Use scientific reasoning to interpret psychological phenomena.
 - Demonstrate psychology information literacy.
 - Engage in innovative and integrative thinking and problem solving.
 - Interpret, design, and conduct basic research.
 - Incorporate sociocultural factors in scientific inquiry.
3. Ethical and Social Responsibility in a Diverse World
 - Demonstrate psychology information literacy.
 - Engage in innovative and integrative thinking and problem solving.
 - Interpret, design, and conduct basic research.
4. Communication
 - Demonstrate effective writing for different purposes.
 - Exhibit effective presentation skills for different purposes
 - Interact effectively with others.
5. Professional Development
 - Apply psychological content and skills to career goals
 - Exhibit self-efficacy and self-regulation
 - Refine project-management skills

- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

General Psychology

Bachelor of Arts in Psychology

The Psychology major is targeted to develop the skills, knowledge, and abilities that will be useful in your chosen career path. Students in this major will have a well-rounded education for thinking critically about behavior and mental processes, and understanding of relationships among theories, observations, and conclusions. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Humanities/ Art Elective
CIT300 Communicating for Leadership	Healthy Living
COM111 Computer Applications I	MAT112 Applied College Mathematics
ENG114 Critical Reading & Response	SOC100 Principles of Sociology
ENG124 Research & Writing in the Discipline	WEL220 Women as Empowered Learners & Leaders
ENG134 Literary Genres	WEL330 Strategies for Personal & Career Growth
History Elective	WEL440 Leadership in Practice

Major Requirements - 42 credits

PSY101 Introduction to Psychology	PSY323 Behavioral Research Methods
PSY205 Child Psychology	PSY340 Physiological Psychology
PSY206 Adolescent & Adult Development	PSY346 Health Psychology
PSY216 Psychology of Cultural Diversity	PSY370 Social Psychology
PSY240 Abnormal Psychology	PSY421 Counseling Psychology
PSY312 Psychological Statistics	PSY485 Psychology in the Field
PSY321 Theories of Personality	SOC210 Martial & Family Systems

General Electives - 36 credits

Child Psychology

Bachelor of Arts in Psychology: Child Psychology

The Child Psychology major is designed for those students primarily interested in working with children, whatever the age: infants, toddlers, preschoolers, school-age, and adolescents. All aspects of development are studied, including physical, intellectual, emotional, social, and moral. As the family plays a key role in a child's development, students will explore the areas of parenting and family dynamics. In addition, the powerful impact of the educational system is addressed. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT112 Applied College Mathematics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	SOC200 Social Problems
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 45 credits

CRJ342 Juvenile Justice System	PSY321 Theories of Personality
EDU130 Education, Schools, and Culture	PSY323 Behavioral Research Methods
PSY205 Child Development	PSY347 Early Interventions with Infants & Toddlers
PSY206 Adolescent & Adult Development	PSY425 Parenting
PSY216 Psychology of Cultural Diversity	PSY430 Clinical Psychology
PSY240 Abnormal Psychology	PSY436 Internal Family Dynamics
PSY300 Childhood Psychopathology	PSY485 Psychology in the Field
PSY312 Psychological Statistics	

General Electives - 33 credits

Counseling Foundations

Bachelor of Arts in Psychology: Counseling Foundations

The Counseling Foundations major exposes students to the latest theories and research through relevant, high-quality courses. Students practice vital counseling skills through classroom instruction, observations, and internships. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
CIT300 Communicating for Leadership	MAT112 Applied College Mathematics
COM111 Computer Applications I	PSY101 Introduction to Psychology
ENG114 Critical Reading & Response	SOC100 Principles of Sociology
ENG124 Research & Writing in the Discipline	WEL220 Women as Empowered Learners & Leaders
ENG134 Literary Genres	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 45 credits

PSY205 Child Development	PSY370 Social Psychology
PSY206 Adolescent & Adult Development	PSY405 Counseling Diverse Populations
PSY240 Abnormal Psychology	PSY406 Counseling Ethics & Professional Development
PSY312 Psychological Statistics	PSY407 Interviewing & Counseling Skills
PSY323 Behavioral Research Methods	PSY430 Clinical Psychology
PSY332 Cognitive Psychology & Neuroscience	12 credits of Psychology Electives

General Electives - 33 credits

Bachelor of Arts in Psychology: Alcohol & Drug Abuse Counseling

This major provides students multiple options to meet the educational and practicum requirements to become a Certified Alcohol and Drug Abuse Counselor upon completion of the CADAC Licensing Exam. Student can complete this degree and receive graduate credit towards a Master of Science in Clinical Mental Health Counseling or enter directly into the Alcohol and Drug Abuse Counseling track of this master's degree. Students will explore and identify the causes of substance abuse disorders and develop the skills to assess, diagnose, and treat people with substance disorders in individual and group settings. Through an intensive 300-hour internship, students will practice effective interviewing, counseling, and intervention skills in a supervised, clinical environment. Students will meet all CADAC academic and practicum requirements and be eligible for CADAC certification once the students has completed the necessary post-bachelor's 4,000-hours or post-master's 2,000-hours of work experience. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT112 Applied College Mathematics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	SOC100 Introduction to Sociology
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 45 credits

HSR402 Addictions & Interventions	PSY341 Drugs & Behavior
PSY206 Adolescent & Adult Development	PSY346 Health Psychology
PSY240 Abnormal Psychology	PSY405 Counseling Diverse Populations
PSY312 Psychological Statistics	PSY485 Psychology in the Field
PSY321 Theories of Personality	PSY498 Psychological Internship
PSY323 Behavioral Research Methods	PSY499 Psychological Internship
PSY340 Physiological Psychology	PSY535 Ethics & Professional Conduct in Psychology
	PSY540 Individual & Family Treatment of Substance Abuse Disorders

General Electives - 33 credits

Human Services & Rehabilitation

Certificate in Human Services & Rehabilitation

This certificate is appropriate for the student who is interested in acquiring the knowledge and skills needed to work effectively in a wide variety of direct-service roles. Students are required to take the following 18 credits to satisfy the requirements of the degree:

HSR200 Introduction to Human Services & Rehabilitation
HSR400 Psychosocial Aspects of Disability & Aging
HSR401 Developmental & Psychiatric Disabilities
HSR402 Addictions & Interventions
HSR450 Human Services & Rehabilitation Seminar
PSY498/499 Psychology Internship

Bachelor of Arts in Psychology: Human Services & Rehabilitation

This major is designed to advance students working in a wide variety of social, medical, rehabilitation, and human service settings, as well as those intending to move directly into support and human service jobs upon completion of the degree. The primary purpose of the human services professional is to assist individuals and communities to function as effectively as possible in the major domains of living. This program will prepare students to meet human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving overall quality of life of service populations. This program incorporates and supports the twelve national standards set by the Human Services Research Institute and accepted as the highest expectations in the field. Students are required to take the following 120 credits to satisfy the requirements of the degree:

University Core - 42 credits

BIO109 Biology I	Healthy Living
COM111 Computer Applications I	MAT112 Applied College Mathematics
ENG114 Critical Reading & Response	PSY101 Introduction to Psychology
ENG124 Research & Writing in the Discipline	Psychology/Sociology/Humanities Elective
ENG134 Literary Genres	WEL220 Women as Empowered Learners & Leaders
History Elective	WEL330 Strategies for Personal & Career Growth
Humanities/ Art Elective	WEL440 Leadership in Practice

Major Requirements - 42 credits

CIT300 Communicating for Leadership	PSY206 Adolescent & Adult Development
HSR200 Introduction to Human Services & Rehabilitation	PSY312 Psychological Statistics
HSR400 Psychosocial Aspects of Disability & Aging	PSY323 Behavioral Research Methods
HSR401 Developmental & Psychiatric Disabilities	PSY346 Health Psychology
HSR402 Addictions & Interventions	PSY370 Social Psychology
HSR450 Human Services & Rehabilitation Seminar	PSY407 Interviewing & Counseling Skills
PSY205 Child Psychology	PSY489/499 Psychology Internship

General Electives - 36 credits

COURSE DESCRIPTIONS

ACC 100 Introduction to Financial Accounting (3 credits)

This course's objective is to develop students' ability to read, interpret, and identify the differences and relationships among the primary financial statements. This objective is met not only by analyzing the effect of business transactions on financial statements and financial ratios but also by recording essential transactions; measuring the amounts of assets, liabilities, owner's equities, revenues, and expenses; and preparing the primary financial statements. This course also explains the difference between the cash and accrual bases of income measurement, the use of t-account analysis in determining important measures of business activity, and how the time value of money affects the measurement of liabilities. This emphasis on financial statements is reinforced through a comprehensive project.

Prerequisite: Sophomore status with the exception of highly qualified first-year accounting major

ACC 101 Introduction to Managerial Accounting (3 credits)

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

Prerequisite: ACC 100

ACC 200 Accounting Information Systems (3 credits)

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

Prerequisite: ACC 101

ACC 302 Cost Management (3 credits)

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

Prerequisites: ACC 200, Junior status

ACC 303 Auditing (3 credits)

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

Prerequisites: ACC 300, Junior status

ACC305 Financial Reporting I (3 credits)

The primary objective of this course is to explore the development of financial reporting and the conceptual framework, the concepts associated with revenue and expense recognition, and the principles of governing the measurement and reporting of assets. Topics include a review of the accounting process and essential accounting concepts, as well as a more detailed examination of the income statement, balance sheet, and statement of cash flows. Elements of the financial statements are discussed in detail, including financial statement disclosures and valuation issues related to cash, receivables, and inventories.

Prerequisite: ACC101

ACC306 Financial Reporting II (3 credits)

This course is a continuation of Financial Reporting I. Present value techniques in the valuation of long-term liabilities are examined, as well as matters related to the acquisition, disposal, depreciation, impairment, and depletion of fixed assets. Elements of the financial statements are also discussed in detail, including financial statement disclosures and valuation issues related to current liabilities, long-term liabilities, and contingencies.

Prerequisite: ACC305

ACC307 Financial Reporting III (3 credits)

This course is a continuation of Financial Reporting II. Stockholders' equity, dilutive securities, and earnings per share are examined, as well as matters related to the investment securities, accounting changes, and the statement of cash flows. Elements of the financial statements are also discussed in detail, including income taxes, pensions and postretirement benefits, and leases.

Prerequisite: ACC306

ACC400 Federal Income Tax Concepts (3 credits)

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

Prerequisites: ACC 301, Senior status

ACC404 Advanced Accounting (3 credits)

The primary objective of this course is to present the concepts associated with accounting for mergers and acquisitions. Emphasis is placed on the equity method, goodwill measurement, and preparation of consolidated financial statements as well as accounting for multinationals, including foreign currency transactions and translations of foreign financial statements.

Prerequisites: ACC 301, Senior status

ACC405 Contemporary Issues (3 credits)

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

Prerequisites: ACC 400, ACC 404

ACC499 Accounting Internship (3-6 credits)

The primary objective of this internship is to provide Junior and Senior accounting majors with work experience in a variety of organizations. This on-the-job training is supervised by both professional managers and University accounting faculty. Interns are able to link theory with practice by comparing the knowledge obtained from their classes with the real-world experiences obtained from their job.

Prerequisites: Junior status, approval of the accounting program director

ANT110 Culture, Society, and People (3 credits)

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

ART100 Art History (3 credits)

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

ART250 Women in Art (3 credits)

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

BIO109 Biology I (4 credits)

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

BIO150A Anatomy & Physiology 1 (4 credits)

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

Lab Fee: \$150

BIO151A Anatomy & Physiology 2 (4 credits)

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

Lab Fee: \$150

Prerequisite: BIO 150

BSN200 Professional Nursing Practice (3 credits)

Students transition from the associate's degree graduate to the new paradigm of the professional baccalaureate prepared nurse in this course. They explore the program outcomes as their next phase in a career-long process of professional development. Students examine the key factors in society that promote a nurse's return to school, and determine the level of professionalism, effective communication, holistic healthcare, ethics, and informatics and technology required of nursing professionals in the 21st century. Students review healthcare legal foundations, nursing

theory, health promotion, patient education, and determine the level of evidence-based practice required to provide standard-based nursing care. Students assess the challenges and opportunities related to professional nursing practice and evaluate the meaning and implications of the Massachusetts professional competency standards which include the Quality and Safe Education for Nurses (QSEN) national standards generated by the Institute of Medicine recommendations for safe patient care.

Prerequisites: COM111, ENG124

BSN220 Health Assessment (3 credits)

Students transition to an expanded level of practice in the context of health assessment in this course. They learn and demonstrate a conceptual approach to an evidence-based health evaluation of culturally diverse clients throughout the lifespan. Students elicit, record, and document a comprehensive health systems interview in order to obtain subjective data and perform and document a complete physical examination of a client of their choice.

Prerequisites: COM111, ENG124

BSN340 Vulnerable Populations (3 credits)

Students expand their knowledge of vulnerable individuals and populations at increased risk for compromised healthcare in this course. Students analyze the data on individuals, families, and groups of people who, due to their age, race, nationality, religion, financial status, and/or geographical location, may be at a higher risk. Students discuss and plan physiological, psychological, and developmental interventions to provide safe and holistic patient-centered care to these individuals and groups. Students practice and learn to assume the responsibility to act as an advocate within the healthcare setting for these individuals, including active engagement in the development of public policy and political action.

Prerequisites: BSN200, COM111, ENG124

BSN360 Nursing and Global Diversity (3 credits)

Students expand their practice in the area of national and global healthcare policies and diversity in this course. They explore social and cultural characteristics of diverse cultures including cultural and personal health beliefs, diverse family life and support systems, diverse communication styles from a cultural perspective, nutritional patterns related to culture, and global healthcare systems disparities. Students assess patients from a cultural perspective to plan and implement safe and quality outcomes. Students use models of cultural competence, relevant data sources, and evidence to provide culturally competent care for a selected culturally diverse client. Students learn to apply a global perspective in relation to healthcare.

Prerequisites: BSN200, COM111, ENG124

BSN380 Healthcare Policy and the Nursing Professional (3 credits)

Students develop an awareness of their responsibilities for the development of healthcare policies within healthcare settings on both the state and national level in this course. Students explore the history and development of healthcare law and public policy in the United States. They analyze the values that underlie opposing political interests, how healthcare laws and executive actions are created, and how they are put into practice, as well as how healthcare legislation affects nursing practice. In addition, students examine nursing practice within disaster management, counterterrorism and homeland security, health services, and public finance. Students compare and contrast the current healthcare policies and challenges facing the United States with those of other countries.

Prerequisites: BSN200, BSN340, BSN360

BSN400 Community Health and the Nursing Professional (6 credits)

Students expand their knowledge of community health as an important component of professional practice in this course. They explore the connections among and between individuals, families, and groups to community healthcare in the context of prevention, intervention, and rehabilitation. Students analyze and evaluate the settings of community based nursing, the characteristics of a healthy community, and applying the nursing process focused on safety and evidence-based practice in the community. Students conduct and submit a community assessment and lead discussions of their findings related to course content.

Prerequisites: BSN380

BSN410 Research for the Nursing Professional (3 credits)

Students learn to identify, analyze, and apply evidence-based healthcare and nursing research to their professional practice in this practice. They outline the differences in approach and compare the strengths and weaknesses in quantitative and qualitative nursing research. Students review healthcare research problems, questions, hypotheses, literature reviews, theoretical frameworks, and ethical behavior in current healthcare research, methodology, and findings. Students critique research articles and reports, becoming discriminating professional consumers of research. They demonstrate how they will use this evidence-based research in their nursing practice, and how they will participate in interdisciplinary research while protecting the rights of research subjects.

Prerequisites: BSN200, BSN340, MAT120

BSN420 Leadership in Healthcare Systems for Nursing Professionals (3 credits)

Students develop and expand their leadership abilities as they relate to their professional practice. Students examine various leadership and management theories in nursing. They analyze and evaluate nursing responsibilities related to communication, politics, conflict management, cost containment, organizational structure, staffing, evaluations, and delegation, including continuous quality improvement in healthcare systems. Students participate in simulations and scenarios to develop effective decision making strategies and to enhance teamwork, interdisciplinary collaborations, and accountability.

Prerequisite: BSN380

BSN440 Professional Nursing Capstone I (3 credits)

Students synthesize and apply their education as a baccalaureate prepared registered nurse in the first of two capstone courses. In Capstone I, with the assistance of the professor, the student develops and implements a plan for investigating an area of clinical or healthcare at an institution or organization at which they might like to work or advance. Students use this experience to synthesize and apply the nursing and university knowledge developed in the program. As they progress through both capstone courses, the student will submit weekly descriptions and evaluation of her experiences and participate in weekly discussions to assist in making sense of experiences and gaining insight from the Bay Path learning community on the challenges faced.

Prerequisite: BSN420

BSN450 Professional Nursing Capstone II (3 credits)

Students complete their final and extensive experience in this course and reflect on their learning in the program and their future. As part of this final experience, students prepare and present a presentation and paper that clearly outlines the level to which their experience in the program and capstone has met the BSN program learning outcomes, their plan for their career and future, and their recommendations for strengthening the program. Students complete the Exit Interview in this course.

Prerequisite: BSN440

BUS215 Legal Environments of Business (3 credits)

This course provides a manager's perspective on the law for business students. Students learn the practical implications of law in their own lives and what they must be ready for as they encounter civil and criminal legal issues and business formation issues. Students are introduced to the court systems, parts of the government that impact business, and how they affect and impact the life of the individual and businesses. Students learn about contracts, different types of business, and areas of regulation surrounding the relationship between employers, employees, and the government.

BUS 226 Principles of Marketing (3 credits)

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

BUS 235 Dynamics of Management (3 credits)

This course is an introduction to the basic functions and theories of management in the context of a dynamic environment. The role of managers in making organizations effective and efficient is emphasized. Students will develop an understanding of how to assess and capitalize on the changing internal and external environments, as well as how to deal with the complexities of human behavior in the context of organizational management.

BUS 245 Social Media & Electronic Business (3 credits)

Business today is not conducted as it was in the past. Internet is such an important element of all exchanges and everyone needs to know how to communicate or face being left behind in employment, business transactions, or life in general. The course covers the World Wide Web, the Internet with a strong focus on sound media such as Linked In, Facebook, Twitter, MySpace and blogs.

Prerequisite: BUS 226

BUS 255 Human Resource Management (3 credits)

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

BUS260 Integrated Marketing Communication (3 credits)

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

Prerequisite: BUS226

BUS 262 Talent Management (3 Credits)

This course examines the array of initiatives and tools to effectively managing talent with the goal of supporting organizational outcomes and fit. The student will be exposed to methodologies utilized in planning, recruiting, selecting, hiring, orienting, managing and retaining employees. Performance management in diverse industries is included as a focus of study.

Prerequisite: BUS255

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

This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisites: To be determined based on course offering

BUS 285 Becoming an Entrepreneur & Networking (3 credits)

Students assess their own strengths and weaknesses as an entrepreneur using a predictive analytic inventory. They compare their ideal entrepreneur profile against dozens of profiles of women entrepreneurs. They interview and analyze the skills and decision making of these success women through podcasts, videos, articles, and case studies. Using both online and in-person techniques, they identify and interview women entrepreneurs and learn how they assess opportunity, structure companies, target markets, develop products and services, create action plans, fund ventures and manage the operational complexities of emerging companies. They ask questions, synthesize the results, and develop a plan for what they need to learn and what resources they need to become a successful entrepreneur of a growth-oriented business.

BUS 300 Organizational Development and Change (3 credits)

Organizational Development and Change provides students with the opportunity to learn critical theory and application in the field of Organizational Behavior and Change and how to use that knowledge to improve organizational development to adapt quickly and effectively to change. Students apply proven methods to help organizations achieve goals and build capabilities to meet future challenges.

Prerequisite: BUS 235

BUS303 Fundamentals of International Business (3 credits)

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

Prerequisite: ECO240, BUS235, BUS327

BUS 307 Compensation and Benefits (3 credits)

This course provides a strong overview of the process of job analysis and job design related to position descriptions, job evaluation and the development of wage/salary structures.

Connections will be established between individual, group and/or organizational outcomes.

Students will study traditional and progressive approaches to employee benefit packages, specifically in terms of meeting the needs of the changing workforce.

Prerequisite: BUS 255

BUS 308 Communicating in Business (3 Credits)

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

Prerequisites: ENG 114, ENG 124, ENG 134

BUS310 Methods of Applied Statistics (3 credits)

This course will provide the theoretical basis and the problem solving experience needed to apply the techniques of descriptive and inferential statistics, to evaluate such daily inputs as organizational reports and to improve decision making over a wide range of areas. Topics include: descriptive measures, distribution shapes, concepts of probability of discrete and continuous random variables, hypothesis testing of one, two samples, chi-squared and f-test, regression, ANOVA, using Excel and SAS for solving and interpreting statistical problems.

Prerequisites: COM112, ENG124, MAT120

BUS 327 Financial Management (3 credits)

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

Prerequisite: MAT112, ECO212, ACC101, Basic use of Excel

BUS328 Introduction to Business Analytics (3 credits)

This course will provide an overview of the key concepts, applications, processes, and techniques relevant to business analytics. This course shows how to interpret data involving uncertainty and variability, how to model and analyze the relationships within business data, and how to make correct inferences from the data (and recognize incorrect inferences). The course will include instruction in the use of software tools to analyze and present quantitative data. As the market demand for professionals with data management, analytical, and problem-solving skills increases, this course provides an analytical toolset to address modern, data-intensive business problems.

Prerequisite: BUS310

BUS 329 HR Policy, Employment Law & Records Management (3 credits)

This course uses a positive approach to understanding and integrating the legislative environment impacting human resources with the development and implementation of internal policy and procedure from an ethical business perspective. Topics include exposure to federal legislation, labor relations, employment handbooks, documentation and Human Resource Information System.

Prerequisite: BUS 255

BUS 334 Operations Management (3 credits)

The operational management skills you need to run a hospital are the same that you need to run a hotel, retail store, manufacturing facility or nonprofit organization. In this course you will learn skills that are transferable to various industries which will help you to improve productivity, increase responsiveness, provide more choice to the customer, and deliver higher quality standards. In short, you will learn how to analyze business processes and learn how to improve them.

BUS 337 Quality Management (3 credits)

The 21st Century belongs to those who can think and act based on sound business intelligence. Employers are seeking individuals that have the skills and techniques to problem solve and develop creative solutions based on data and sound analytical tools and techniques. The Quality Management course will provide you with a good understanding of basic quality tools such as:

cause and effect diagrams, check lists, Pareto Charts, SWOT analysis, brainstorming techniques and the 5 Y's technique. In addition, students will learn about the leadership skills needed for effective implementation of change management projects.

BUS 339 Enterprise Resource Planning (3 credits)

Organizations consider ERP systems as vital operational tools because these integrated suite of software modules support and connect the basic internal business processes of a company. ERP systems gives a company an integrated real-time look at its core business processes such as production, order processing, and inventory management. Along with a common database information flows between all internal business functions, which allows the ability to track business resources such as raw materials, production capacity, and cash flow. This course allows students to understand the value of ERP systems for real-time data analysis, day-to-day operational decision making and long-term strategic planning.

BUS342 Branding (3 credits)

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

Prerequisite: BUS226

BUS 345 Influencing Decision Makers (3 credits)

Students practice and perfect techniques that influence key decision makers. They adapt their approach and message to different audiences that include potential partners, investors, funding sources, lenders, customers, potential employees, and the media. Student employ savvy approaches to influence and advocate for their ideas while considering what is in the best interest of those they seek to influence. They adopt an empathetic perspective in presenting and negotiating as they seek to introduce new business ideas to a wide range of present and future stakeholders. Students critique and synthesize what works and what does not as they view videos on some of the best presenters and negotiators in business, politics, and social change. Students develop powerful presentation and business development techniques that ensure clear, persuasive, and involving communication using online presentation and communication tools, as well as activities in their day-to-day lives. Students develop skills in one-to-one, small group, and large group environments to elevate their capacity to meet others and develop lasting, productive, and collaborative relationships.

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

These courses or seminars on special opportunity topics are beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering and junior or Senior status is required

BUS 371 Best Practices for Human Resources Professionals (3 credits)

Analysis of current and projected global human resource trends and initiatives, as well as HR benchmarks and outcomes practices. Best practices from organizations that meet or exceed HR outcomes will be researched and analyzed for reflection and innovation.

Prerequisites: BUS 255, BUS 262, BUS 307, BUS 329

BUS 385 Budgeting and Funding Ventures: Tools for Entrepreneurial Storytelling (3 credits)

Students take ideas and build financial models that tell stories of how these ventures will unfold over time into viable businesses. Students use financial planning, data analysis, and management as they build “believable” plans for growth and scaling. They use numbers to support their vision in customer development, marketing, and creation of products and service to convince those with resources to invest in their ventures. Students identify costs and cost categories, predict revenues, and tie the venture’s product or service plan and prospective customer segments to financial results. Students estimate cost of customer acquisition, marketing, and revenue streams. They will also find business models that reflect the nuances of their markets and products in for-profit and nonprofit organizations. Students present their financial plans in a format that inspires and convinces others to invest in their venture.

Prerequisites: Budgeting course/experience or entry level accounting course

BUS 399 Directed Study in Business (1-3 credits)**BUS 400 Marketing Research (3 credits)**

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

Prerequisite: MAT 112, BUS 226

BUS404 Digital Marketing Management (3 credits)

Students will learn the basics of delivering paid search, display and inbound campaigns. Students will learn how to define buyer personas, conduct industry research, set smart goals, analytically pick keywords, optimize website pages, create content, and build links around terms ideal buyers are searching for. Finally, students will be able to evaluate which marketing efforts bring the best conversations or leads.

Prerequisites: BUS245, BUS260

BUS420 Business Ethics (3 credits)

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

Prerequisites: BUS215, Senior status

BUS 425 Entrepreneurial Simulation (3 credits)

In this fast paced and real world environment, students work in teams to launch a business in an online simulation. They make decisions based on the challenges and difficult decision points that emerge each day. They hire staff, forecast revenue and expenses, buy inventory, create operational procedures, market their services and products, outfit their operation, develop policies and procedures that define their brand, create and manage their finances, and much more. In this online simulation, student entrepreneurial teams make decisions when there is no

clear answer and be prepared to pivot in all aspects of their business based on the impact of their actions.

BUS426 Applied Digital Marketing Campaign (3 credits)

In the Capstone Project, students will develop a full digital marketing campaign for a real business. The students will learn the activities needed to attract a target group of visitors to the business website. Students will also map out and decide on premium content and promotional activities needed to convert website visitors to leads or buyers and delight customers after conversion. Finally, students will deliver final recommendations in a presentation.

Prerequisite: BUS404

BUS440 Data Mining and “Big” Data Analytics (3 credits)

The course offers an insight into the main statistical methodologies for the visualization and the analysis of business and market data, providing the information requirements for specific tasks such as predictive modeling, market segmentation, and product positioning. Emphasis will be given to empirical applications using modern software tools. Data mining deals with inferring and validating patterns, structures and relationships in data, as a tool to support decisions in the business environment.

Prerequisites: BUS328, BUS335

BUS450 Capstone Project: Strategic Business Analytic and Decision Making (3 credits)

In this capstone course, students will work on real-world problems from case studies or personal examples. As organizations continue to face complex environments with global competition, more informed consumers, and ever increasing streams of data and intelligence, the ability to make the right strategic decisions based off facts and data becomes critical to success. Students will formulate the business case, develop analytic models, collect and analyze pertinent data, and define the systems that will most effectively achieve the necessary outcomes. The capstone will be a presentation of work along with recommendations.

Prerequisite: BUS440

BUS 485 Entrepreneurial Capstone: Preparing for New Ventures (3 credits)

In this culminating experience, student apply the various elements of entrepreneurship to the creation of their own coherent, well-developed business or organization model. Students use a complete toolkit for designing and preparing a venture of their own. They apply the basic customer discovery tools of Design Thinking and the Stanford University-based methodology known as “Lean Launchpad,” an approach specifically developed for emerging ventures. Students employ this highly structured and disciplined approach to take their ideas all the way to business launch by adopting those logical and creative activities. They go from early customer research to opportunity-based ideation to interrogating business assumptions to arriving at evidence-based financial planning and business development. This prepares students to actually launch their business.

Prerequisites: ENT280, ENT320, ENT380, ENT420

BUS 491 Strategic Management and Policy I (3 credits)

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

Prerequisite: All Business Management Core courses must be completed prior to taking this course.

BUS 498-499 Business Internship (3-6 credits)

(This course is graded Pass/Fail.)

Senior business students gain work experience in multi-varied business organizations, including insurance, manufacturing, banking, advertising, personnel, marketing, and international trade. Students obtain on-the-job training supervised by both professional managers and University faculty.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of Program Director

CBY 101 Introduction to Cybersecurity (3 credits)

The purpose of this course is to explore the evolving crime phenomenon resulting from the technology revolution over the last 60 years. An examination of the unique human-computer relationship will be conducted to develop and understanding of how criminal activity has adopted the use of new technologies to further their criminal activity. Additionally, a review of social constructs relating to high tech criminal activity will be provided.

CBY 105 Introduction to Computer Science (3 credits)

An introduction to programming using contemporary programming languages. Students are introduced to object-oriented programming, algorithms, the software development life cycle, data types, arrays, events, input, output, and interaction.

CBY 200 Introduction to Digital Forensics (3 credits)

This course is designed to introduce and explore the basic concepts of digital forensic investigations and analysis. Students will learn the basic terminology and tools utilized in a digital forensic investigation. Students will broaden their knowledge and understanding of what a digital forensic investigator does and the types of skills needed in this field.

CBY 205 Introductory Information Assurance (3 credits)

This course is designed to address the fundamental principles of information assurance. Major aspect of this course is to develop an understanding of the role of risk management and risk assessment. Topics include identify organizational risks, mitigation strategies and techniques, and an exploration of commonly implemented information security controls.

CBY 210 Fundamentals of Network Security (3 credits)

The purpose of this course is in-depth exploration of data security controls and techniques. This course will examine theoretical concepts of network security implementation. This course will examine network security tools and techniques and include hands-on practical applications.

CBY 220 Cyber Investigations I (3 credits)

This course prepares students with the knowledge and skills necessary to utilize forensic software tools to perform an analysis of a variety of digital devices. Students will also learn the role of a digital forensic examiner in both the private and public sector. Students will be introduced to fundamental principles of digital forensics investigations.

Lab Fee: \$100

CBY 310 Cyber Investigations II (3 credits)

This course prepares students to conduct forensic investigations on Microsoft Windows systems. Students will learn where and how to locate Windows systems artifacts. They will also gain an understanding of the types of evidence associated with a variety of crimes. Students will learn

advance concepts such as data carving, live and static filtering, acquisition, and password recovery.

Lab Fee: \$100

CBY 330 Mobile Technology Analysis I (3 credits)

This course provides the knowledge and skills necessary for entry level mobile device examiner to gain a basic understanding of how cellular devices store data, how cellular networks function, collecting evidence and preserving it, methods for radio frequency interruption, troubleshooting connections, verifying results, and the forensic process.

CBY 400 Introductory Incident Response (3 credits)

This course provides the knowledge and skill necessary to utilize digital forensic software tools to conduct a forensic examination of network based systems. Students will learn about remote acquisition, memory analysis, enterprise management systems, and registry files

CBY410 Electronic Discovery I (3 credits)

Students will learn how to utilize digital forensics software to address the eDiscovery process in-house in an efficient, defensible manner. The course covers the creation of legal matters, custodian management, data collection, processing, and duplication.

CBY415 Electronic Discover II (3 credits)

This course will present student tools and techniques to perform advanced analysis and review techniques associated with the eDiscovery process. Additionally, students will learn how to perform pre-collection auditing for early case assessment purposes and how to perform targeted, custodian-based collections. The course will also cover more sophisticated search methodologies, which can be used to greatly enhance early case assessment and to significantly reduce the final data set.

CBY 430 Mobile Technology Analysis II (3 credits)

This course prepares students to perform a forensic examination of mobile technologies by examining the process of collection or artifacts from handsets and SIM cards, extraction of physical data from various device types like iOS and Android, parsing data, searching, bookmarking, visualization, and incorporation of forensic software, export and reporting.

Lab Fee: \$100

CBY455 Capstone in Digital Forensics (3 credits)

This capstone course is designed to provide an opportunity for the student to synthesize, reflect upon, and analyze the complex field of information assurance and digital forensics. This course will highlight the major current issues in the field of cybersecurity. Emphasis will be placed on preparing the student to take the ACE certification.

CIT210 Intercultural Communication (3 credits)

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

Prerequisites: ENG114, ENG124

CIT300 Communicating for Leadership (3 credits)

As the final course in the CIT core, Communicating for Leadership serves as a bridge to upper-level courses in students' fields of study. Furthermore, different sections are taught by instructors in these fields. This allows students to study the specialized communication styles and demands associated with effective leadership in their majors; that is, business majors study corporate communications, students in legal studies examine communication models and strategies for conflict resolution, liberal studies majors draw upon multimedia skills and technologies to enhance their communications, etc. Through readings, writing projects, discussions, and role-plays, students also study interpersonal communication skills, verbal and non-verbal communication, the dynamics and ethics of interviewing, and organizational and small group communication. While writing, reading, listening, and information literacy are integrated into the course, the course offers explicit instruction in public speaking and offers students opportunities to practice speaking to multiple and complex audiences in forums relevant to their fields of study.

Prerequisite: ENG114, ENG124, ENG134

CMS 201 Introduction to Mass Communication and Pop Culture (3 credits)

This course introduces students to the information age and its significance in our personal and professional lives. Students explore mass communication from the perspectives of advertising, film, journalism, public relations, radio, and television. Other topics may include multi-media and interactive technology, the Internet and international communication.

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

Courses or seminars on topics beyond the scope of existing department offerings.

Prerequisite: To be determined based on course offering

CMS 310 Writing for the Media (3 credits)

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

Prerequisite: ENG124

CMS320 Citizen Journalism on the Web (3 credits)

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

COM111 Computer Applications I (3 credits)

This course uses a hands-on approach to have students explore computer hardware and software concepts. Students will identify and explain the principle components of computers and their use. They will utilize a Graphical User Interface Windows environment to handle basic commands and functions via the toolbars; work with drives, folders, and files; and manage disks.

Students will define and apply the four basic computer operations of input, processing, output, and storage, using hardware and software application devices for documentation creation and production. Students will use Microsoft Word to create and format correspondence, tabulations, and reports. Students will use Microsoft PowerPoint to plan, design, and create professional and colorful screen presentations, overhead transparencies, outlines, speaker's notes, and audience handouts. Students will also be introduced to the Internet's search engines, bookmarks, and digital library.

COM112 Computer Applications II (3 credits)

This course provides an in-depth presentation of Excel by exposing the student to practical examples of the computer as a useful tool. Students will use Excel to learn the basics of creating, editing, formatting, and manipulating worksheets. They will enter formulas and functions, create charts and graphs, work with multiple worksheets to consolidate data, and import data from a variety of external sources. Students will produce such basic business worksheets as budgets, payrolls, stock portfolios, and loan amounts, as well as income and expense, inventory, and sales reports. Database functions such as sorting and querying will also be performed using Excel tables.

CRJ105 Introduction to Terrorism and Counterterrorism (3 credits)

Students engage in a highly interactive and dynamic introduction to terrorism content where they analyze the complex social and criminal dimensions of home-grown and international terrorist activities by both U.S. citizens and international extremists.

CRJ 120 Introduction to Criminal Justice (3 credits)

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

CRJ 202 Victimology and Criminology (3 credits)

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

Prerequisite: CRJ 120

CRJ 204 Principles of Policing (3 credits)

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

Prerequisite: CRJ 120

CRJ208 Criminalistics for the Criminal Investigator (3 credits)

This course will explore the branch of forensic science that applies science to law and its milestone developments. It will also examine the key role recognition, analysis, and interpretation of physical evidence plays in the criminal investigations.

CRJ210 The Path to Violent Extremism (3 credits)

Students will discover the path that leads to violent extremism and terrorism and the international strategies deployed to deal with the underlying causes of terrorism. This course provides a detailed exploration of the process of radicalization using sociology, psychology, and criminology disciplines by identifying the underlying causes of violent extremism, the process of radicalization, and the role played by charismatic leaders.

Prerequisite: CRJ 105

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

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

Prerequisite: CRJ 120

CRJ233 Research Methods for Criminal Justice (3 credits)

Students will develop an understanding of the basic principles of social research, grasp the importance of scientific research and comprehend research methodologies of others. Research ethics, questionnaire construction, data collection, inferential statistics, data processing and analysis, sampling, and techniques utilized to analyze criminal justice will be studied. Students will be required to produce a scholarly research paper.

Prerequisite: CRJ120, MAT120; CRJ233 must be taken by the conclusion of sophomore year

CRJ255 Women in Criminal Justice (3 credits)

The focus of this course is to provide an overview of women's involvement in the criminal justice system as criminals, victims, and professionals. Students will explore cultural forces, contemporary studies, and historical influence which shaped theories, policy, and treatment today. This course will also explore the importance of gender equality within the field of criminal justice. Areas of the study include theoretical perspectives, drug addiction, prison environment, sexual assault, restorative justice, domestic violence, women in law enforcement, the legal profession, and corrections.

Prerequisite: CRJ120

CRJ 270 Special Topics in Criminal Justice (3 credits)

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

Prerequisite: CRJ 120; To be determined based on course offering; Sophomore, Junior or Senior status is required

CRJ 275 Criminal Procedure for the Criminal Justice Professional (3 credits)

Criminal Procedure will be examined with an emphasis on the varying, and sometimes conflicting, roles of professionals in law enforcement, including police, probation, parole, corrections, homeland security, and court administration. The course will cover police stop-and-frisks, probable cause, arrest, search and seizure, search warrants and affidavits, Miranda Rights, confessions and interrogations, line-ups and show-ups, investigations, informants, plain view doctrine, consent, exigent circumstances, right to counsel, due process, entrapment, and the exclusionary rule.

Prerequisite: CRJ 120

CRJ 300 Corrections (3 credits)

The basic organization and objectives of the American correctional system will be examined. Local, state, federal and private sector correctional systems and practices will be studied. Special categories of correctional clients – male, female, juvenile, sex offenders, mentally and physically disabled or challenged, geriatric, and HIV – will be considered.

Prerequisites: CRJ 120, Junior or Senior Status

CRJ 312 Criminal Evidence (3 credits)

Topics of study will include the burden of proof and burden of production for criminal trials, probation hearings, and parole violations; forms of criminal evidence; relevance; competency; direct and circumstantial evidence; exculpatory evidence; identification; authentication; expert testimony; admissions and confessions; the Hearsay Rule and its exceptions; character evidence; alibi evidence; and privileged communications. Criminal courtroom procedure, witness preparation, and both Grand Jury and courtroom testimony will be discussed. Multiple actual criminal case studies will be utilized throughout this course.

Prerequisites: CRJ 120, CRJ 222, CRJ 275, Junior or Senior status

CRJ314 The Role of the Internet and the Media in Terrorism (3 credits)

This course will explore the increasing use of the internet by terrorists in all facets of their activities, including the threat of cyberterrorism and finance. It will also examine the important role the media plays in terrorism.

CRJ315 Introduction to Emergency Management (3 credits)

The student will be introduced to the system developed to coordinate federal, state, and local governments and agencies to educate the public and respond effectively to natural disasters. Students will be able to describe the scope and the levels of preparedness necessary to prevent the loss of life caused by major disasters. Students will begin to apply the theories, principles, and approaches to emergency management in real world situations. Students describe and analyze the critical national priorities, goals, and requirements for protection including the four steps and comprehensive emergency management: mitigation, preparedness, response, and recovery.

CRJ318 Tools of Criminal Investigations (3 credits)

Students learn the science of inquiry and the fundamental techniques, skills, and limitations of modern criminal investigation. They apply practical approaches and the newest theory to a variety of types of criminal investigations. Students develop an analytical and practical understanding of the investigative process. Students explore crime solving technology and techniques from a law enforcement and criminal justice perspective. Students apply the fundamentals of the investigative process and learn a range of skills necessary for successful performance of investigations, including evidence gathering and analysis, witness assessments, field techniques, and linkage between investigative and prosecutorial agencies. Students learn the basics of obtaining physical evidence, conducting interviews and interrogations, gaining eyewitness identifications and testimony, leading specialized investigations, and the management of criminal investigations. Students will use actual cases and demonstrate the practical uses of the tools and techniques studies.

Prerequisite: CRJ222

CRJ 320 Probation and Parole (3 credits)

This course will explore the different roles and responsibilities of the probation and parole officer in the criminal justice system. Emphasis will be placed on understanding an integrated model of supervision, developing effective treatment plans, aftercare services, and sanctions for non-compliance. The interplay among the police, prosecutors, judges, prison personnel, probation and parole officers will be examined.

Prerequisite: CRJ 120, Junior or Senior status

CRJ 325 Criminal Organizations (3 credits)

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

Prerequisites: CRJ 120, Junior or Senior status

CRJ328 Hazard Mitigation (3 credits)

Students will learn methods for implementation of hazard mitigation measures to reduce the impact of disasters when possible. This course will address HAZMAT incidents, the unified command structure of HAZMAT responses and the facets to considerations addressed in managing local, state, and federal disasters. Students will engage in the basics of HAZMAT management, as well as the control guidelines required by various governmental entities. The course will review current trends and programs to help create sustainable communities while limiting the risk to citizens and their property.

Prerequisite: CRJ315

CRJ332 Emergency Planning and Preparedness (3 credits)

The student will examine the fundamental planning concepts utilized by local, state, and federal agencies to respond to natural and manmade disasters. Students will construct an Incident Action Plan, which is the first planning document that identifies the roles and responsibilities of all responding agencies for a disaster situation. This course will address a variety of considerations that officials must address to facilitate an effective planning process.

Prerequisite: CRJ315

CRJ333 Introduction to Victim and Offender Mediation (3 credits)

The purpose of this course is to give the student dual insight into offender treatment and victim advocacy through a holistic approach to restorative justice. During this course, students will examine a variety of social issues that contribute to the rise in adult offenders, treatment of the criminal population, and opportunities for victims in terms of acknowledgement, acceptance, and recovery.

CRJ335 White Collar Crime (3 credits)

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

Prerequisites: CRJ 120 and Junior or Senior status

Offered spring semester

CRJ336 Protecting Borders and the Critical National Infrastructure (3 credits)

This course will examine the systems and procedures deployed to protect borders from illegal immigration, organized crime, terrorism, and import/export of illegal material/persons. It will also examine strategies to protect the CNI from terrorist attacks.

CRJ 342 The Juvenile Justice System (3 credits)

This course will consist of an overview of the juvenile justice system in the U.S. The history and origins of juvenile court, causes of delinquency, the legal rights of juveniles, juveniles and the police, juvenile court trials and dispositions, juveniles in adult court, probation and dispositional alternatives, juvenile corrections, custodial sanctions and parole, and restorative justice will be considered.

Prerequisite: CRJ 120, Junior or Senior Status

CRJ345 Interview and Interrogations (3 credits)

Information obtained from victims, witnesses, and suspects is critical to solving most crimes. This course will examine the difference between interviewing and interrogating, and techniques used to conduct a complete, efficient, and effective interview. It will explore varying interrogation methods, verbal and physical behavior, witness recall, false confessions, facilitation of memory, and methods for documenting statements.

Prerequisite: CRJ120

CRJ 348 Terrorism and Homeland Security (3 credits)

This course seeks to theoretically and analytically examine the concept of terrorism. Students will analyze terrorist philosophies, motivations, and organizations. The course will explore the general tactics and concepts of terrorism. Students will study the law enforcement response to terrorism, including the major implications of the "War on Terror," the USA Patriot Act, and the impact on American civil liberties.

Prerequisites: CRJ 120, Junior or Senior status

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

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

Prerequisite: CRJ 120, Junior or Senior status. To be determined based on course offering

CRJ352 Disaster Management and Response Operations (3 credits)

The student will be able to identify a variety of agencies involved in disaster management and analyze techniques used to coordinate response operations. Students examine activities necessary to coordinate a comprehensive, yet flexible, response to a major life and property-threatening emergency at the local level. Students identify a local disaster and investigate the response of professionals in multiple areas of emergency management such as fire, medical services, police, non-profit organizations, and political structures such as the mayor and town council. Students then identify the managerial responsibilities and multi-dimensional skills necessary to coordinate and control such a disaster situation.

Prerequisite: CRJ315

CRJ 355 International Criminal Justice Systems (3 credits)

This course will examine criminal justice systems around the world. Students will explore the background, historical development, and societal influences that have affected the development of various criminal justice systems. The role of the Rule of Law and concepts of justice, punishment, and rehabilitation will be examined.

Prerequisites: CRJ 120, Junior or Senior status

CRJ356 Human Trafficking (3 credits)

The complex human rights and social justice issue of human trafficking has risen to unprecedented levels with increased globalization and the use of the internet. This course will examine issues related to commercial human exploitation and modern-day slavery from a

national and international perspective. It will outline historical, legal, economic, and political contexts, as well as the factors affecting the supply and demand sides of human trafficking transactions. Students will analyze issues related to human trafficking for prostitution, forced labor, sale of children for adoption, transnational marriage, and other modern-day manifestations of slave-like practices. Students will gain an understanding of the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking. The course will place special emphasis on trafficked women and children, and students will be given opportunities to develop potential strategies and solutions to combat human trafficking through the study of real life examples. Class discussions will include the various Title 18 crimes associated with human trafficking and child exploitation, accompanied by relevant case law. Students will gain an overview of international, U.N., and U.S. law prohibiting the trafficking in human beings.

Prerequisite: CRJ222

CRJ360 Protecting Our Borders (3 credits)

The United States is facing critical challenges and tasks in protecting its land, maritime, and air space borders to ensure homeland security. This course provides an overview of the actions taken by United States Customs and Border Protection (CBP) to ensure security across borders, while facilitating the lawful movement of goods and persons. Students will explore a broad range of strategies and defenses that the CBP employs in its protective and anti-terror mission, and they will examine how border security issues impact the economy, national security, and public safety. Course topics will include protective activities like passenger processing, cargo inspection, non-intrusive technology inspections, and security initiatives along the U.S.-Mexico border. Students will also become familiar with Title 8 immigration law, Title 19 customs law, and several other laws, rules, and regulations enforced by the CBP nationwide.

Prerequisite: CRJ348

CRJ 380 Computer Crime (3 credits)

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

Prerequisite: Junior or Senior status

CRJ 399 Directed Study in Criminal Justice (1-3 credits)

CRJ 120, CRJ 233, requires the approval of the Program Director, Junior or Senior status

CRJ 402 Ethics and the Criminal Justice Professional (3 credits)

Ethical dilemmas frequently encountered by professionals – police, prosecutors, defense attorneys, probation officers, parole officers, court officers, judges and correctional officers – within the criminal justice system will be thoughtfully explored within a discussion-based classroom setting.

Prerequisite: CRJ 120, Senior status

CRJ405 Domestic Terrorism (3 credits)

This course will provide students with an overview of the historical and contemporary context of domestic terrorism using a criminal justice framework. It will examine the threat of terrorism and survey the ideologies, motivations, tactics and use of media of various domestic terrorist organizations and individuals. Students will explore the psychological processes that create a terrorist and the psychological impact of terrorist activities on our society. Through the analysis of cultural, economic, and religious influences on terrorist groups, students will explore existing and potential terrorist threats. Students will use creative problem-solving strategies to refine their knowledge of terrorism prevention, detection, response and investigation. Course discussions will include the development of the Department of Homeland Security, the Patriot Act, the current U.S. Counterterrorism Policy, and the role of the criminal justice system in balancing national security and civil liberties. The course includes topics such as state, political, and revolutionary terrorism; religious and apocalyptic violence; weapons of mass destruction; as well as practical strategies and approaches to counterterrorism.

Prerequisite: CRJ348

CRJ 406 Violence against Women and Children (3 credits)

This course is an intensive seminar that studies cross-cultural issues of violence against women and children around the world. Students will be required to read books, to participate fully in all in-class discussions, to write a number of short papers, and to give a scholarly presentation to the class.

Prerequisite: Permission of Program Director

CRJ407 Offender Intervention/Victim Services (3 credits)

This course will explore expanded theories of victimology and criminology, offering a more holistic and probative approach to the residual effects of crime upon both offenders and victims alike. Topics to be covered include: the effects of the cycle of violence on future generations, the various effects of crime against victims through a case study approach methodology, and a historical overview of intervention strategies for both the offender and the victim. Students will develop a more victim-centered approach through the development of training scenarios used by contemporary victim advocates and rehabilitation experts to effectively employ methodologies for creating empathy of victims.

Prerequisites: CRJ333, HSR402 or PSY341, PSY240, SOC210, SOC305

CRJ408 Counterterrorism Intelligence (3 credits)

This course will examine the activity by state agencies (law enforcement, security, and intelligence) to reduce the capability of terrorists and disrupt their activities.

CRJ415 Risk Analysis and Hazard Mitigation (3 credits)

The student will be able to discuss current trends and programs that are in place to help create sustainable communities while limiting the impact of disasters to citizens and their property. Students will be able to distinguish between a risk and a hazard, and will identify various methods of performing risk analysis and hazard mitigation. The student will examine innovative methods for preparing communities and organizations to assess the risk of hazards and will demonstrate how to develop such innovative plans and test them within their communities.

Prerequisite: CRJ315

CRJ442 National Counterterrorism Strategies (3 credits)

The final course in the program will bring together the learning to date and examine in detail international counterterrorism strategies. The student's final assignment will be to write her own strategy.

CRJ445 Developing Threats in Homeland Security (3 credits)

Students participate in simulations and research to identify and investigate new and growing threats such as biological and environmental terrorism, terrorist recruitment methods and disaffection initiatives, genomic terrorism, and new and developing threats to critical and vulnerable infrastructure and human resources inside and outside the United States. Students then create a well-supported proposal for developing and deploying effective countermeasures using local, state, national, and international counterterrorism forces. Special attention is paid to the strategic use of well-prepared criminal justice women and the critical nature of their contribution to the effective plan.

Prerequisite: Senior status or permission of Program Director

CRJ450 Capstone: Incident Command System (3 credits)

The student will be able to categorize response roles and responsibilities based on the Incident Command System and generate an Incident Action Plan. Students will examine how organizations would respond and how multiagency coordination would need to take place at the local, state, and federal level. Assuming the role of a lead member of a federal agency, students will construct an Incident Action Plan for a historic disaster and present it to a professional team in the field for review.

Prerequisites: CRJ332, CRJ352, CRJ415

CRJ 498 Criminal Justice Internship (3 credits)

(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals, typically during their Senior year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include: federal and state law enforcement agencies; the District Attorney's Office, Attorney General's Office, or U.S. Attorney's Office; state and federal Public Defender's Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.

Prerequisites: Junior or Senior status, and permission of department advisor.

Offered fall and spring semesters

CRJ 499 Criminal Justice Internship (3-6 credits)

(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals, typically during their Senior year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that apply to their individual career and educational objectives. Sites may include: federal and state law enforcement agencies; the District Attorney's Office, Attorney General's Office, or U.S. Attorney's Office; state and federal Public Defender's Offices; state and federal courts; municipal and state police departments; victim/witness assistance units; correctional facilities; state and federal probation and parole offices; and corporate security departments.

Prerequisites: Junior or Senior status and permission of department advisor.

Offered fall and spring semesters

ECO240 Economics (3 credits)

The goal for this course is to make you better consumers of information, goods and services. It's to provide you with the tools you will need to navigate any social or economic climate. The text books for this course might seem a little unconventional for a historically quantitative course but

that's because our texts illustrate how economics really affects your everyday. We will examine the elementary principles of economics involving individual and social choice, economic analysis, supply, demand, the market and the price mechanism. Major concentration will vary from macroeconomic to microeconomic principles relative to money, the banking system, housing, inflation, unemployment, education, healthcare, GDP and global trade. Case studies and exercises will be used.

EDU 110 Introduction to Early Childhood Education (3 credits)

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

EDU 130 Education, Schools, and Culture (3 credits)

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

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

This early childhood course studies the theoretical and practical aspects of teaching and caring for young children. Topics include: philosophical constructs, program development, curriculum design and delivery, planning and organization, and instructional and classroom management techniques. Students will be introduced to the *Massachusetts Curriculum Frameworks*. Students will participate in early childhood setting observations.

Prerequisite: EDU 110

EDU 210 Creativity and the Arts in Early Childhood Classrooms (3 Credits)

This course presents the theories, research, and issues that encourage the creative process in young children. Addressed are areas of the creative arts such as the relationship between play and creativity, the arts, music, movement, drama and the integration of the arts across the curriculum.

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

This course continues the study of the theoretical and practical aspects of teaching and caring for young children. Topics include: creative arts, mathematics, science and technology, history, early literacy and literature for young children. The *Massachusetts Curriculum Frameworks* are used to plan and design instruction. Students will participate in a 20-hour field experience at the preschool or kindergarten level.

Prerequisite: EDU 211

EDU 220 Multicultural Education in Early Childhood Classrooms (3 Credits)

This course presents a comprehensive approach to understanding diversity and the role it plays in the lives of young children and their families. Issues and information about diversity and multiculturalism are presented so that teacher candidates can create more culturally appropriate curricula and classroom environments for young children.

EDU 250 Introduction to Special Education (3 credits)

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

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

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

EDU 300 Reading and Early Literacy (3 credits)

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

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

Students explore content and teaching strategies used to develop competent readers and writers, based upon guidelines in the *Massachusetts English/Language Curriculum Framework*. Topics include expanding literacy across the content areas, language arts instruction, diagnosis and assessment of reading skills using a variety of assessment techniques, and intervention programs for success in reading. Observations/fieldwork are required.
Prerequisite: EDU300, Junior status

EDU 330 Fundamentals of Instruction and Classroom Management (3 credits)

This course explores curriculum design and classroom management strategies for teachers using guidelines presented in the *Massachusetts Curriculum Frameworks*. Topics include instructional design and delivery methods, technology as a curriculum resource, formal and informal assessment techniques and their connection to instructional planning, effective communication with children and adults, and strategies for behavior management. Observations/fieldwork are required.

Prerequisites: completion of all 100 and 200 level courses in education, Junior status

This course must be taken at Bay Path University.

EDU 348 Reading and Language for English Language Learners (3 credits)

This course focuses on current theories and their applications related to the teaching of English Language Learners (ELLs). This course is designed to promote continuous improvement in educator practice, and to build confidence and familiarity with research – proven practices for working with ELLs. This course is framed around two module areas: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom and B) Academic Language and Literacy Development in the SEI Classroom.

EDU 350 Curriculum Development (3 credits)

Students plan, implement, and assess curriculum and instruction in mathematics, science and social studies, based on developmentally appropriate best practices and the Common Core

Curriculum Frameworks. Emphasis is on methods in mathematics and problem solving, science and the process of inquiry, and social studies with a focus on American civic culture. The integration of technology in each curriculum area and the alignment of authentic products with assessment criteria are explored. Students are required to complete a fieldwork experience in mathematics.

Prerequisite: EDU 330, Junior status

This course must be taken at Bay Path University.

EDU 370-3 Special Topics in Education – Advanced Level (3 credits)

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

Prerequisite: To be determined based on course offering; Junior or Senior status is required

EDU 399 Directed Study in Education (1-3 credits)

Requires the approval of the Program Director

EDU 441P Early Childhood Pre-Practicum (1 credit)

Supervised pre-practicum with seminar in grades 1 or 2

Pre-Practicum begins the student's Senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. Included is a weekly seminar session with a program supervisor from the University.

This course must be taken at Bay Path University.

EDU 441Q Elementary Education Pre-Practicum (1 credit)

Supervised pre-practicum in grades 1-6

Pre-Practicum begins the student's Senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the *Massachusetts Curriculum Frameworks*. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

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

Prerequisites: EDU 350, CGPA of 3.0 or better, Senior status, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the MTEL, and the approval of the Program Director

Corequisite: EDU 490

This course must be taken at Bay Path University.

EDU 460 Director I (3 credits)

This course is designed to familiarize students with the basic values, structure, and organizational leadership needed to successfully operate an early childhood center. This course

will explore effective leadership, different styles of leadership, and types of child care centers. It will also address topics such as: establishing and equipping an early childhood center, working with personnel, staff development, and retaining and recruiting of quality teachers, supervisory responsibilities, curriculum development, ethical responsibilities, and working with families, volunteers and the community. We will also discuss ways of how to be active advocates for young children. Observation/field work is required.

EDU 461 Director II (3 credits)

This course is designed to familiarize students with the Massachusetts licensing requirements and regulations as mandated by the Department of Early Education and Care. This course will explore the fiscal requirements and management of Early Childhood Centers in both the for-profit and non-profit sectors. It will also address topics such as Quality Rating Scale Indicators, Massachusetts preschool guidelines and early learning standards, ethical responsibilities, and writing effective policies. We will also discuss ways of how to be active advocates for young children. Observation/field work is required.

EDU 497 Early Childhood Practicum (12 credits)

Early Childhood Practicum Students will complete a full-time, supervised practicum with seminar in a public school, grades K and 1-2, and will assume direct instructional and professional responsibilities as teachers. Students enrolled in EDU 497 must complete two public school placements, one in a kindergarten setting (minimum of 100 hours over a 4-week period) and the second in a grade 1 or 2 setting (minimum of 200 hours over an 8-week period). At least one of these settings must include children with special needs. A minimum of 300 hours are required over 12 weeks. A weekly seminar session, facilitated by a University program supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education.

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

Prerequisites: EDU 441P, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU 491

This course must be taken at Bay Path University. Offered in both fall and spring semesters.

EDU498 Seminar (2 credits)

Facilitated by a college program supervisor, students discuss curriculum, pedagogy, and critical issues in support of their success as future teachers. Additional Seminar topics include: the Preservice Performance Assessment, creation of a professional teaching portfolio, and licensure.

EDU 499 Elementary Education Practicum (12 credits)

Elementary Education Practicum Students will complete a full-time, supervised practicum with seminar in a public school, grades 1-6, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of

300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or one-day program. A weekly seminar session, facilitated by a University program supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district.

Prerequisites: EDU 441Q, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU 491

This course must be taken at Bay Path University. Offered in both fall and spring semesters.

ENG 114 Critical Reading and Response (3 Credits)

This course introduces the integration of communication skills essential for effective reading, writing, speaking, and listening at the University level. In this writing intensive course, students develop composition skills to produce collegiate-level papers modeling rhetorical modes and thematic content. In addition, they sharpen strategies for reading complex texts; research skills for locating and evaluating information and incorporating it into written work; presentation skills for verbal summaries of readings and response writings, and peer review of papers; and basic technological skills for word processing, e-mail, and introductory-level research.

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

In this course, readings from a variety of disciplines will provide students with strategies to communicate in the sciences; business and technology; liberal studies, and the social sciences. Research and documentation skills appropriate to the disciplines are stressed. In addition to leading students through the research process from start to finish, this course will examine the many ramifications of academic honesty.

Prerequisite: ENG 114

ENG 134 Literary Genres (3 credits)

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

Prerequisite: ENG 114

ENG 210 Children's Literature (3 credits)

This course provides the opportunity to study literary concepts and purposes in writings designed primarily for, but not confined to, young minds. The heritage of children's literature is considered in relation to selected representative works, both traditional and recent. Also

considered are the uses, presentation, and critical evaluation of children's literature from a multi-cultural, nonsexist and international perspective. This course addresses English standards for teachers in early childhood and elementary education: children's and young adult literature, and genres, literary elements, and literary techniques.

Prerequisite: ENG 134

ENG 221 American Literature (3 credits)

This course is designed to acquaint students with major American writers and literary movements. The course helps students deepen their understanding of American literary works by relating them to their historical backgrounds. The course offers students practice identifying, analyzing, and applying knowledge of literary elements, structures, and themes in American myths, fiction, literary nonfiction, and poetry.

Prerequisite: ENG 134

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

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

ENG 311 World Literature (3 credits)

This course introduces students to masterpieces of world literature in translation, with particular attention to the cultural traditions reflected in the literature. The course uses specific works of literature to show the evolution of the human experience from ancient times to the present day. Overall, the course aims to teach students more about what it has meant, and continues to mean, to be a human being in cultures around the world.

Prerequisite: ENG 134

ENG350-2 Special Topics in English – Advanced Level (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering; Junior or Senior status

ENG399 Directed Study in English (1-3 credits)

Requires the approval of the Program Director

EXT097 Introduction to Online Learning (0 credits)

This experience offers you, entering adult women, the knowledge, skills and abilities to succeed in the One-Day-A-Week Saturday program or the Online degree program. Our goal is to support your success with this early introduction to the use of technology tools and support services you may need during your learning experience at Bay Path. This brief course was created with you in mind. It takes only from 2 to 4 hours to complete, and our staff support you during the process. We will introduce you to the technology used in classes so that you are ready for courses on 'day one'. We will introduce you to our Learning Management System, CANVAS, so that you can locate your course syllabus and learn what a great resource a syllabus is for you. As part of this experience, you will practice submitting 'assignments,' participate in 'discussions,' and complete short 'quizzes'. Each part of your course is divided into modules or sections. Each module is introduced and explained in writing and with a narrated video clip. You will be asked to engage in activities that are similar to those you might find in your classes. Our students have told us that this experience is incredible useful in preparing them for their courses.

FSS100 Introduction to Food Science (3 credits)

Students examine the discipline and profession of food science in the United States in this introduction to the field. They explore concepts such as food production, food composition, food quality and deterioration, food preservation, food defense, and product development.

FSS120 Foodborne Microorganisms with Laboratory (4 credits)

Students learn basic principles of microbiology applied to food manufacture. Laboratory exercises emphasize safety, quality control, and experimental approaches to food microbiology. Laboratory experiences required throughout the course.

Lab Fee: \$235

Prerequisite: FSS100 or Permission of director

FSS150 Foodborne Diseases with Laboratory (4 credits)

Students are introduced to the principal microbiological agents responsible for foodborne diseases. Students conduct laboratory experiments to recognize and classify these microbiological agents. Laboratory experiences required throughout the course.

Lab Fee: \$250

Prerequisite: FSS120 or Permission of director

FSS220 Food Chemistry I with Laboratory (4 credits)

Students examine the biochemical, physical, and sensory properties of food components including proteins, lipids, carbohydrates, and pigments. Students conduct laboratory exercises that classify the chemical, physical, and biological changes in food during processing and storage. Laboratory experiences required through the course.

Lab Fee: \$90

Prerequisite: FSS150 or Permission of director

FSS250 Food Chemistry II with Laboratory (4 credits)

Students explore the impact of other food components such as minerals, vitamins, nutraceuticals, colors, flavors, direct food additives (e.g. preservatives, texture modifiers and stabilizers, colors, flavors), incidental food additives (e.g. processing aids, chemical toxins), intentional adulterants, and allergens. In this course, students design scientific experiments that enhance food quality and safety. Laboratories required.

Lab Fee: \$90

Prerequisite: FSS220 or Permission of director

FSS300 Food Processing with Laboratory (4 credits)

Students explore the characteristics of food and are introduced to how it is preserved and processed. Student conduct experiments to reduce or accelerate spoilage and deterioration. Laboratory experiences required throughout the course.

Lab Fee: \$90

Prerequisite: FSS250 or Permission of director

FSS320 Food Defense (3 credits)

Students evaluate intentional and unintentional threats to the food system and review current approaches to reducing risk. Students assess the weaknesses and strengths of process flow diagrams in their laboratory experiences.

Prerequisite: FSS300 or Permission of director

FSS350 Food Science Seminar (3 credits)

Students explore current topics in health and food safety and develop a personal and professional philosophy to guide their careers.

Prerequisite: FSS320 or Permission of director

GEO 102 Introduction to Geography (3 credits)

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

GOV 100 American Government (3 credits)

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

HIS 114 The United States to 1877 (3 credits)

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

HIS 115 The United States Since 1877 (3 credits)

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

HIS 202 Global History to 1500 (3 credits)

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

HIS 203 Global History since 1500 (3 credits)

HIS 203 builds upon knowledge, themes, ideas, and issues introduced in HIS 202 and carries the study of human history forward into the modern world. The course treats the growth and development of nations and of relationships between nations as global regions and worldwide

organizations emerge in contemporary times. At the core of the course is a broad treatment of major social, political, economic, religious, and philosophical movements and themes as these have shaped various peoples and groups of people around the world in the past 500 years. Students are constantly asked not only to learn and understand important facts about the past, but to analyze, apply, synthesize, and evaluate what these facts have meant for the different peoples involved and for the world as it has become today.

HIS 255 Native American History (3 credits)

This course covers major themes and issues in the history of red/white contact in the Americas from the arrival of Columbus to present. Students examine the American experience as it has been lived by our red citizens over time. [Note: It is a very different story than the white, mainstream one of “rags to riches” that often makes a unilateral claim as “The” American History. Please come prepared to see a side of both Red and White America that is very different from what you may have seen to this point in your life.] Because it is impossible to recount the individual stories of some 500 different tribal cultures, the course exposes students to speeches, texts, images, and films of representative tribes from coast to coast in the territory that has become the United States. Core themes of war and peace, “savage” and “civilization,” religion and spirituality, and “destruction of” vs. “harmony with” nature bring the course to life in ways that are not only relevant but urgently needed for meaningful understanding of the daunting challenges that America faces in the world today.

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

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

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

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

Prerequisite: Junior or Senior status

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

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

Prerequisites: Junior or Senior status

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

This discussion-based course seeks to explore the topic of women and war throughout history from three distinct perspectives. The first section of the course focuses on women as warriors. From the ancient myth of the Amazons to television’s Xena, the image of the female warrior has captivated the imagination. We will explore the myth and reality of women warriors and wartime leaders, including Joan of Arc and modern wartime heads of state such as Indira Gandhi, Golda Meir and Margaret Thatcher. Second, we will examine women as victims in war, beginning with the sack of Troy in ancient times. We will conclude with an exploration of women’s role as peacemakers throughout history. The unique potential of women as peacemakers was first recognized in the satirical Greek play *Lysistrata*, and throughout history,

groups like Women's Strike for Peace have often been in the vanguard of movements to rid the world of the scourge of war. We will conclude with a discussion of the age old question: if women had the power traditionally wielded by men, would the world be a more peaceful place?

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

This includes courses or seminars on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering; Junior or Senior status

HIS 399 Directed Study in History (1-3 credits)

Requires the approval of the Program Director

HIS 499 Internship in History (3-6 credits)

(This course is graded Pass/Fail.)

The internship in history is a supervised practical learning experience designed to give Liberal Studies majors with a concentration in history the opportunity to explore career interests, acquire valuable on-the-job experience, and put into practice the knowledge and skills acquired through course work.

Prerequisite: A minimum CGPA of 2.0, Senior status, and approval of Program Director

HSA300 Health Services Management and Organizational Structure in the 21st Century (3 credits)

This course examines global and U.S. management challenges of delivering cost effective quality healthcare in the 21st century. Students will analyze leadership theories and a range of factors that affect leadership and performance, determining best practices to meet the current demands for improved quality care, access for consumers, and reducing the cost of healthcare. Students will explore the various aspects of healthcare management associated with planning, leading, motivating, organizing, and controlling to develop creative and innovative approaches to meet the changing demands for healthcare in the 21st century.

Prerequisite: ENG124

HSA320 Introduction to Health and Contemporary Diseases (3 credits)

This course introduces students to contemporary illnesses and diseases of the 21st century. Students will advance their understanding of contemporary health issues, and explore management options to identify and develop health promotion, screening, and wellness programs to eliminate or reduce risk. Emphasis will be placed on cultural awareness and safety precautions. Students will gain a foundation of basic healthcare terminology utilized within a variety of healthcare work arenas.

HSA325 Legal Issues Surrounding Healthcare Informatics (3 credits)

HSA330 Information Technology in Healthcare Administration (3 credits)

This course provides an overview of the integration of technology in the healthcare setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in healthcare will be discussed. *Prerequisite: HSA300*

HSA340 Strategic Human Resource Management for Healthcare Organizations (3 credits)

This course examines the complexity and multiple issues involved in human resource management in healthcare organizations. Students will examine the strategic role of human

resource management in response to changes in the healthcare industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to healthcare are emphasized. Students will explore the skills and knowledge needed to be successful in a diverse healthcare environment. *Prerequisite: HSA300*

HSA345 Privacy, Security, and Application of Healthcare Data (3 credits)

HSA355 Software and Systems in Healthcare (3 credits)

HSA360 Health Services Quality Management and Outcome Analysis (3 credits)

This course will examine the use of quality monitoring tools, benchmarking processes and quality indicator reports along with applications related to performance improvement activities. Students will analyze data that impacts performance improvement, focusing on clinical processes and improve patient care, risk management to reduce medical, legal, and financial risks to an organization, and utilization management determining the appropriateness and planned use of resources in an effort to reduce healthcare costs. Students will identify the key issues confronting healthcare today, examine the causes, and develop reasonable solutions to the current set of problems. *Prerequisites: HSA300*

HSA380 Policy and Law in Health Services (3 credits)

This course focuses on the complex legal and regulatory issues involving healthcare, ranging from patient rights to corporate responsibilities. Students will learn about the formulation and implementation of healthcare policies and laws as they impact consumer care. Public and private healthcare regulatory agencies are examined, as well as their impact on the operation of healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. *Prerequisite: HSA300*

HSA400 Medical Ethics and Social Responsibility (3 credits)

This course focuses on ethical issues facing healthcare in the 21st century. Students will utilize the tools necessary to resolve ethical dilemmas. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibilities, and social issues. By examining ethical issues and scenarios which will relate directly to their work environment, students will have a clearer sense of how their healthcare organization's code of ethics, along with their own ethical values, relate to operational decisions made on a daily basis. *Prerequisites: HSA300*

HSA410 Health Informatics Applied Research (3 credits)

HSA420 Healthcare Finance (3 credits)

This course provides an understanding of the general principles of accounting applied in the healthcare environment, focusing on the delivery of cost-effective quality care. It includes an overview of third party payers and additional sources of revenue for various healthcare entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the healthcare environments. Issues surrounding the development and management of budgets are also examined. *Prerequisites: HSA300*

HSA460 Healthcare Marketing: Trends and Strategies (3 credits)

In this course, students will have the opportunity to consider market research by examining the traits, trends, and needs of today's healthcare consumer. Students will develop a marketing plan, employing marketing principles and strategies in promoting healthcare services and programs to

prospective consumers and identify a competitive advantage through value-enhanced services.
Prerequisite: HSA300

HSA480 Health Services Senior Seminar (3 credits)

The senior seminar provides the student an opportunity to apply all of the knowledge and principles gained from the health services administration program. Utilizing creative thinking and innovation, the student will design a healthcare facility in a third world country. Based upon research of the geographic area, identifying healthcare needs of that population, available resources, and potential funding, students will create a facility utilizing the knowledge learned throughout the entire BSHSA program. This seminar may be accomplished independently or with a team of two women. *Prerequisite: Senior status, taken in last semester*

HSR200 Introduction to Human Services and Rehabilitation (3 credits)

This course introduces the major policies and practices that are used to understand human strengths and challenges within the field of human services and rehabilitation. The course explores the skills, values, and knowledge base needed to effectively work as a culturally competent human services professional in multidisciplinary settings.

Prerequisite: PSY101

HSR400 Psychosocial Aspects of Disability and Aging (3 credits)

This course provides a general introduction to the multidisciplinary fields of gerontology and disability studies. It examines the growth and development of persons from both psychological and sociological perspectives as they deal with the issues arising from onset of disability and progression of aging, as well as their interplay over time. The interaction of the individual with the environment provides a framework for this course with special attention given to societal valuing and devaluing of disability and aging. Social roles, expectations, opportunities, and new perspectives on disability and aging in a broad sociocultural context are discussed.

Prerequisite: PSY101

HSR401 Developmental and Psychiatric Disabilities (3 credits)

This course develops competencies using evidence-based material, case studies, practice guidelines, interactive activities, and video examples. Participants will develop expertise in understanding, supporting, and advocating for persons with neurodevelopmental disabilities, organic brain disease, and their families. The interactive discussions provided in conjunction with required readings, assignments, and videos address screenings, diagnosis, and treatment of infants, children, adolescents, and adults with developmental disabilities and psychiatric disabilities and their lives in our communities.

Prerequisite: PSY101

HSR402 Addictions and Interventions (3 credits)

This course is designed to help students develop an understanding of addictions from an eco-systems perspective. The addictive process and recovery will be studied, including the reciprocal interaction between addicted individuals and the various social systems of which they are a part. Students will examine substance abuse and behavioral compulsions, including alcohol and other drugs, smoking, compulsive gambling, eating disorders, and sexual addictions. There will also be a focus on diversity in addicted populations, the business of drugs, and prevention. Attention will be given to biological and genetic factors in the etiology of addiction, family issues, and community responses. The consequences of addictions will be studied at the individual, family, community, and societal levels. This course will draw on current research in the field of addictions, and will emphasize critical thinking and analysis of the current controversies in the field.

Prerequisite: PSY101

HSR450 Human Services and Rehabilitation Seminar (3 credits)

This course is the capstone seminar in the HSR program, to be taken in the student's final year. Students will develop and present a new Human Services and Rehabilitation Plan Proposal, which synthesizes and integrates content from previous human service courses and practical experiences into a plan that demonstrates competency as an HSR professional.

Prerequisites: HSR200, HSR400, HSR401, HSR402

HSW200 Nutrition (3 credits)

This course covers the basic principles of nutrition, including the study of dietary nutrients, and the effect of inadequate, excessive, or deficient levels on human health across the lifespan. The use of food analysis tools, including tables and labels will also be examined. Additional topics may include nutrition-related disorders, special diets, ethnicity and impact on food choice, and nutritional requirements during different stages of life.

HSW207 Seven Dimensions of Wellness (2 credits)

This course explores the Seven Dimensions of Wellness Model (intellectual, physical, social/cultural, environmental, occupational, spiritual, and emotional) and how they interact in a way to achieve a healthy, holistic lifestyle. The concept of wellness will be explored and each of the dimensions of wellness within the model will be studied. The student will be introduced to assessment tools to assess a person's level of wellness and develop a plan of action for achieving an optimal healthy, holistic lifestyle.

HSW300 Fitness Throughout the Lifespan (3 credits)

This course teaches students how to develop a fitness program that complements a healthy, well lifestyle throughout the lifespan. The students will explore the basic principles of fitness and design an exercise program, articulating how being physically active regardless of age or physical disability relates in a healthier you.

HSW351 Children's Health and Nutrition (3 credits)

This course focuses on health and wellness, safety, exercise, and nutritional factors for promoting optimal growth and development of children through the teen years utilizing the seven dimensions of health and wellness. Childhood illnesses and health conditions, health assessment tools and measures, safety strategies, personal hygiene, emotional wellness, nutrition, and exercise will be examined.

Prerequisites: HSW 200, HSW300

HSW352 Women's Health and Wellness Issues (3 credits)

This course investigates personal health and wellness topics of particular interest to women today. The physical and psychological aspects of illness and wellness are pursued through such topics as nutrition, eating disorders, hormonal changes, sexually transmitted diseases, pregnancy, addictions, malignancies, osteoporosis, and related issues utilizing the seven dimensions of health and wellness.

Prerequisites: HSW200, HSW300

HSW353 Men's Health and Wellness Issues (3 credits)

This course examines various aspects of male health, paying particular attention to wellness and disease prevention utilizing the seven dimensions of health and wellness. Health screenings appropriate to males will be discussed. The Centers for Disease Control and Prevention will be

the starting point for reviewing statistics of male health issues and for the investigation of identifying strategies and interventions to assist in male health and wellness over the lifespan.
Prerequisites: HSW200, HSW300

HSW400 Capstone: A Healthier Community (3 credits)

This course will provide the student the opportunity to demonstrate the knowledge learned in previous courses by applying that knowledge in the development of a comprehensive plan of wellness resulting in a healthier community. This plan will address a holistic approach to general health, prevention, early screening, exercise, nutrition, and emotional well-being across the lifespan utilizing the seven dimensions of health and wellness.

Prerequisites: HSW200, HSW300, HSW351, HSW352, HSW353

HUM101 Fine and Performing Arts (3 credits)

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

HUM110 Introduction to Philosophy (3 credits)

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

HUM117 Introduction to World Religions (3 credits)

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

HUM210 Ethics (3 credits)

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

Prerequisite: ENG 124

HUM273 French Canadian Cultural Immersion (3 credits)

Students explore a vibrant city in Canada and compare the culture of French Canada to that of the United States. Students experience first-hand the contemporary French Canadian culture and

everyday life in the context of its historical and political background. Students identify and explore the meaning behind the basic differences between French spoken in France and French spoken in Canada and between American and Quebecois history and culture. As part of the course, student engage in a culminating 3-day experience to a city in Canada.

Lab Fee: \$300

IDS201 Mindful Eating (2 credits)

This course explores the often challenging relationship many people experience between food and eating. The epidemic of obesity coupled with disordered eating syndromes begs the question, "Have we forgotten how to eat?" Through readings, discussion, journaling and experiential learning, students will develop an understanding of behaviors and attitudes towards eating. The principles and practices of mindfulness will guide and inform the exploration of hunger, fullness and taste satisfaction. Emotional components and habitual patterns of eating will be examined. Students will be required to eat particular foods in prescribed amounts as part of the learning activities. Students will undertake a regular, daily practice of mindfulness during the six week course, which will require up to 20 minutes per day. The effects of stress and the effects that mindfulness can have on stress relief will be explored. Principles of mindfulness exist in all wisdom traditions, and are drawn from Eastern thought/psychology. Clinical trials in MB-EAT, Mindfulness-based eating awareness training, are currently funded by the US Government's National Institute of Health (NIH). Some course material is drawn from these studies, which were designed by Jean Kristeller, PhD.

LAR200 Stress Management (3 credits)

LAW103 Introduction to the American Legal System (3 credits)

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

LAW220 Business Law (3 credits)

This course studies the legal environment of business, including an examination of the format and characteristics of corporations, partnerships, and agency law. The law of contracts is studied in detail.

Prerequisite: LAW103

LAW232 Principles of Litigation (3 credits)

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

Prerequisite: LAW103

LAW240 Legal Research and Writing (3 credits)

This course surveys published sources and materials of the law. Students are trained in the research and analysis of legal problems and in the practical applications of legal writing. This course includes drafting correspondence, case briefs, and legal memoranda.

Prerequisites: LAW103

LAW241 Computer Assisted Legal Research (3 credits)

This course provides an opportunity for hands-on experience in legal research and fact investigation. Topics covered include citation and searching methods, types of resources, Web site evaluation, and a comparison of print and electronic research tools. Students will perform tasks similar to those expected of them in a legal setting. Print, electronic, and Web-based resources from information providers such as WESTLAW and LEXIS-NEXIS are included.

Lab Fee: \$80

Prerequisite: LAW240 or permission of Program Director

LAW246 Tort Law (3 credits)

This introductory course covers basic tort law, including assault, battery, trespass, conversion, infliction of emotional distress, products liability, and negligence. Classroom work will be reinforced by assignments in which students research and brief a variety of tort cases.

Prerequisites: LAW232, LAW240

LAW247 Employment Law (3 credits)

This course introduces students to a variety of laws affecting the employment relationship between employers and employees. Topics include discrimination, sexual harassment, employment contracts/employee-at-will doctrine, Fair Labor Standards Act, OSHA, ADA, privacy issues in the workplace, AIDS, and the Family Medical Leave Act.

Prerequisite: LAW220

LAW248 Principles of Criminal Procedure (3 credits)

This course provides an overview of criminal procedure with special focus on the respective rights and duties of the defense and prosecution. It covers the development and present state of the law as it applies to arrest, search and seizure, statements by the accused and others, the right to counsel, trial proceedings and issues, sentencing, punishment, and appeal. The course is designed to give students an understanding of the history and development of the constitutional dynamics of a criminal case and the current state of the law from the perspective of legal practitioners. Students will use a text supplemented with outside readings that include criminal case law, law-review articles, court pleadings, and fiction. Instructional materials also include videotapes, such as "The Thin Blue Line." Students will be required to brief cases and write short papers.

Prerequisite: LAW103, Sophomore status or permission of the Program Director

LAW249 Principles of Criminal Law (3 credits)

This course provides an overview of the history and structure of criminal law and focuses on the elements of common crimes, common defenses, the concepts of criminal liability, criminal intent, and conduct punishable by the criminal law. The course is designed to give students an understanding of the development and current state of criminal law and the similarities and differences between criminal and civil law. Students will use a text supplemented with outside readings that include case law, jury instructions, law-review articles, and fiction.

Prerequisite: LAW103, Sophomore status or permission of the Program Director

LAW250 Wills, Estates, Trust Management (3 credits)

An examination of the law of property and how it is obtained, held, and disposed of during life and at death. The course includes preparation and drafting of various estate planning documents. Instruction includes using computer software in the writing of wills.

Prerequisite: LAW103

LAW260 Real Estate Law (3 credits)

This course introduces the student to the following areas: ownership interests, methods and problems of co-ownership, contracts for the sale of real estate, deeds, mortgages, title examinations, brokerage contracts, leases, and landlord and tenant rights and liabilities. The course includes preparation of a title examination and various real estate documents, including RESPA forms.

Prerequisite: LAW103

LAW270-272 Special Topics (3 credits)

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

Prerequisite: To be determined based on course offering

LAW281 Understanding Law through Literature (3 credits)

The law and fiction both employ the creation of comprehensive, compelling narrative to support persuasive argument and appeal to the intellect and emotion. Both fictional narratives about the law and legal narratives often illuminate how the law defines roles and relationships within society and how the lives of people are shaped or affected by legal institutions and law. Using a variety of sources, including novels, short stories, legal opinions and commentary, film, poetry and criticism, students will examine these themes through class discussion and short written assignments. Students will be expected to participate in class discussion and the course may require attendance at one or more evening film or theatrical event. This course, which is open to all majors, is not a legal specialty course and does not satisfy the requirements for the paralegal certificate.

Prerequisites: ENG134, LAW103, Sophomore status

LAW311 Family Law (3 credits)

This course introduces students to aspects of laws affecting traditional and non-traditional families, including such issues as marriage, divorce, custody, support, alimony, adoption, and property rights.

Prerequisites: LAW232, LAW240

LAW312 Law and Society (3 credits)

This course is an interdisciplinary examination of the functions of law in society emphasizing the relationship between individuals and institutions. Students will research and evaluate the law and legal and social institutions, addressing primarily the issues of justice, fairness, and equality. This course, which is open to all majors, is not a legal specialty course and does not satisfy the requirements for the paralegal certificate.

Prerequisite: LAW103, Sophomore status

LAW314 Bankruptcy and Insolvency (3 credits)

This course introduces students to personal and corporate bankruptcy beginning with an examination of the interplay between bankruptcy and the American economy. Following the historical overview, the class examines the central concepts necessary to understand bankruptcy law, including debtor/creditor relations, Chapter 7, Chapter 13, Chapter 11, the automatic stay, discharge injunction, exemptions, foreclosure in bankruptcy, reaffirmation agreements, and proof of claims. Material will be explored through analysis of cases, statutes, and constitutional provisions. The roles and ethical obligations of legal professionals will also be discussed in the context of bankruptcy.

Prerequisites: LAW103 and LAW220, or permission of the Program Director

LAW330 Advanced Litigation (3 credits)

Building on the information learned in Principles of Litigation, students will explore topics raised there in greater detail, focusing on the key to the process of civil litigation the gathering of potential evidence and the presentation at trial of admissible evidence. Students will also concentrate on processes likely to be encountered in a litigation practice, such as discovery and dispositive motions.

Prerequisites: LAW232, three legal specialty electives

LAW350-351 Special Topics-Advanced (3 credits)

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

Prerequisite: To be determined based on course offering; Junior or Senior status

LAW371 Evidence (3 credits)

This course examines the rules of evidence in both civil and criminal proceedings, focusing on the gathering of potential evidence and the presentation to a judicial tribunal of admissible evidence. Topics include relevancy, competency, impeachment, real and demonstrative evidence, best evidence (original writing), judicial notice, expert testimony, character evidence, the hearsay rule and its exceptions, privileged communications, admissions and confessions, and civil rights. Using federal and state rules of evidence, students will analyze and evaluate possible pieces of evidence and argue orally and in writing through dispositive motions, for inclusion or exclusion at trial.

Prerequisite: LAW103, LAW248, Junior status or permission of the Program Director

LAW405 Constitutional Law (3 credits)

Students are introduced to Constitutional Law through study of actual Supreme Court cases from Marbury v. Madison to the most recent decisions of the court. Through case briefing and class discussion, the cases are put in an historical perspective with emphasis on pertinent court doctrines. Students will prepare memoranda, complaints, and other legal documents appropriate for constitutional claims. Topics covered include judicial review, separation of powers, the Bill of Rights, procedural and substantive due process and privacy. This course is taught in conjunction with Advanced Legal Research and Writing, LAW415, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of research methodology and practical legal writing skills and that discussions of student work in this course will be informed by discussions in that and other course work.

Corequisite: LAW415

Prerequisites: LAW232, three legal specialty electives, Senior status or permission of the Program Director

LAW415 Advanced Legal Research and Writing (3 credits)

Building on the skills learned in Legal Research and Writing, students will research and analyze state and federal statutes, cases, common law, regulations, and rules. Based on their research, students will prepare legal memoranda for the office and the court. This course is taught in conjunction with Constitutional Law, LAW405, as part of the Senior Experience for Legal Studies Majors. It is expected that student work in this course will reflect an understanding and application of legal principles from Constitutional Law and that discussions of student work in this course will be informed by discussions in Constitutional Law. LAW405 must be taken concurrently with LAW415.

Lab Fee: \$80

Prerequisites: LAW240, three legal specialty electives, Senior status or permission of the Program Director

LAW490 Legal Ethics (3 credits)

This course offers an in-depth examination of the ethical considerations and dilemmas faced by paralegals in their work environment. Building on the ethics learned in earlier courses, students will explore complex ethical issues using case studies, literature, and films. The students will evaluate ethical issues and research, write, and present a paper.

Prerequisites: LAW232, LAW240, three legal specialty electives, Senior status or permission of the Program Director

****NOTE: Other law courses are offered on the Bay Path University campus through the traditional program.****

LOS310A Effective Communication Skills in the Workplace (3 credits)

This course is designed to help you build and enhance your skills related to verbal communication, active listening, giving and receiving criticism, dealing with different personality types, and nonverbal communication. It explains basic communication theory as it applies to the workplace, and the experiential learning lab offers 'real-life' scenarios that demonstrate the use of effective interpersonal communication. You will also focus on written communication skills and how to communicate more effectively with a variety of audiences at different levels in the organization.

LOS315A Organizational Behavior and Leadership (3 credits)

Leadership requires a balanced understanding of human behavior and applied managerial skill. This course provides you with the opportunity to become an active investigator of organizational life by using conceptual and practical tools to effectively guide organizations through change. You will also examine values related to moral and ethical leadership including issues of social justice, diversity and service to others. Through an experiential learning lab you will assess leadership styles and think critically as well as creatively about the necessity of vision and trust to gain strategic competitive advantages for action in our global world.

LOS325A Leadership and Management in a Global World (3 credits)

In this course you examine four critical aspects of leadership: management, organizational behavior and change, ethics and teamwork. In each of these areas you will apply leadership theories and principles to case studies, an experiential learning lab and other group exercises. You will focus on the growing economic interdependence of nations and its impact on organizational decisions that often transcend national boundaries including issues related to trade, foreign investment, transnational management, strategic planning, human resources, marketing, finance and political conflict.

LOS350A Organizational Budgeting and Personal Finance (3 credits)

Financial literacy is essential in meeting the challenges of the 21st century. You will have the chance to analyze your personal financial decisions by evaluating the costs and benefits of your plans and decisions. You will then compare and contrast these personal lessons with effective budgeting and fiscal methodologies used within organizations to support the mission and goals of the organization. An experiential learning lab will allow you to construct the budgeting process and analyze reports to assess the financial health of an organization.

LOS400A Ethical Leadership (3 credits)

This course introduces critical aspects of leadership including a focus on power, accountability and ethics. You will examine the legal and moral implications of decisions related to human resources, finances, operations and organizational development. An emphasis is placed on diverse human relationships and ethical dimensions of issues. Through an experiential learning

lab you will think critically about leadership theories and apply lessons learned to develop your own philosophy and practices.

Prerequisite: A grade of C or better in LOS350

LOS425A Operations Management and Decision Making (3 credits)

You will learn the concepts involved with operations management including an emphasis on the relationship between operations and other leadership functions. This course emphasizes strategic and tactical decision-making, quantitative and qualitative analysis, and the role of technology in leading and managing organizations. Students will consider services operations, process analysis, and quality management through case studies that will be used to translate conceptual learning to real-world situations.

LOS430A Leading Organizational Change (3 credits)

Those leading today's business and not-for-profit organizations face unprecedented economic uncertainty, technical advances, speed of communication, and flexibility of human capital. These factors result in the need to manage change in order to prevent organizations from losing their organizational capacity and progress. This course is designed to help students understand frameworks for planning organizational change, as well as the tools and techniques to manage change processes. Using case studies, students are encouraged to consider change from the perspective of organizational systems and missions, human and economic resources, project management practices, and technical structure. The course incorporates organizational informatics and how organizations identify, collect, assess, and deploy data to make decisions to effect change. Students will become proficient in evaluating various types of data and will learn some of the ways qualitative and quantitative data can be used to inform decision-making.

MAT 104 Fundamentals of Mathematics (3 credits)

This course is designed for University students who need a review in preparation for further study of University-level mathematics, and it does not fulfill the B.A./B.S. core requirement in mathematics.

Prerequisite: Appropriate placement test score

MAT 112 Applied University Mathematics (3 credits)

This course is designed for diverse students to acquire a solid foundation in non-calculus mathematics. It uses practical mathematics to develop problem-solving and analytical skills. Topics include linear equations, linear inequalities, matrix and its application, linear programming, and the simplex method.

Prerequisite: MAT 104 or appropriate placement test score

MAT 120 Statistics (3 credits)

This is an introduction to the basic descriptive and inferential statistics for students from all disciplines. It emphasizes the development of statistical literacy and the use of computer for analyzing data. Topics include principles of experimental design; graphical and numerical methods for summarizing, describing, exploring and analyzing data; binomial and normal probability distributions; point and interval estimates for means and proportions; hypothesis testing; and correlation and regression.

MAT 161 Numbers and Operations (3 credits)

This course is designed for students who plan to teach. It involves a study of numbers and operations with the depth required for successful mathematics instruction. Topics include, but are not limited to, mathematical processes including addition, subtraction, and multiplication;

fractions; operations and properties of integers, whole numbers and rational numbers; computation algorithms; and basic number theory.

Prerequisite: MAT 104 or appropriate placement test score

MAT 162 Functions and Algebra (3 credits)

This course is designed for students who plan to teach. It involves a study of number and operations and functions and algebra with the depth required for successful mathematics instruction. Topics include, but are not limited to, proportional reasoning; number systems, signed numbers, and the real number line; variables, algebraic expressions and functions; solving equations; exploring graphs of equations, and connecting algebra and geometry.

Prerequisite: MAT 161

MAT 163 Geometry and Statistics (3 credits)

This course is designed for students who plan to teach. It involves a study of Geometry & Measurement and Statistics & Probability with the depth required for successful mathematics instruction. Topics include, but are not limited to, basic geometry concepts; measurement and unit conversions; using descriptive statistics and graphs to summarize data; measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, etc.); permutations, combinations, and their applications in computing probability; sample space, simple / compound events, independent/dependent events, and conditional probability.

Prerequisite: MAT 104 or appropriate placement test score

MAT 270-2 Special Topics in Mathematics (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.

Prerequisite: To be determined based on course offering

MAT 350-2 Special Topics in Mathematics – Advanced Level (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles.

Prerequisites: To be determined based on course offering; Junior or Senior status

PHS 100 Physical Science for Non-Science Majors (3 credits)

This course is an introduction to the elements of physical science and is designed for non-science majors. Demonstrations and laboratory experiences emphasize particular applications relevant to the elementary classroom. Topics covered will include the scientific method as well as the chemical principles and properties of matter, the structure of atoms and molecules, the different forms of energy, gravity, mechanics, electricity, magnetism, meteorology, and geology.

PSY 101 Introduction to Psychology I (3 credits)

Using an active learning approach, students will explore psychological perspectives and methods as explanations for human behavior and mental processes. Other topics include: neurophysiology, consciousness, learning, personality theories, and psychological disorders.

This course is a prerequisite for all other psychology courses.

PSY 205 Child Development (3 credits)

This course is a study of developmental changes from birth through 12 years old. Prenatal and neonatal issues are also discussed. Physical, emotional, social, and cognitive growth is explored at each age. The dominant theories of development are examined, as well as contemporary issues relating to childhood and parenting.

Prerequisite: PSY 101

PSY 206 Adolescent and Adult Development (3 credits)

This course surveys how people develop and change from the onset of adolescence through late adulthood. Different theoretical perspectives and contemporary information relating to the physical, social, emotional, and cognitive realms are examined.

Prerequisite: PSY 101

PSY216 Psychology of Cultural Diversity (3 credits)

This course is designed to assist, encourage, and challenge students to develop more fully their awareness and knowledge of self and others in a culturally pluralistic society. Basic concepts and ideas that are relevant to multicultural human service and development will be introduced. Culture and environment will be discussed as interactive experiences and basic dimensions of diverse groups will be explored.

Prerequisite: PSY101

PSY 240 Abnormal Psychology (3 credits)

This course explores a wide range of personality, behavioral, and cognitive disorders. The symptoms, etiology, and dynamics of various disorders are studied, and a variety of therapeutic theories and techniques are discussed.

Prerequisite: PSY 101

PSY 270-2 Special Topics in Psychology (3 credits)

These courses or seminars offer topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisite: To be determined based on course offering

PSY 280 Positive Psychology (3 credits)

This course offers students opportunities to deepen their understanding of the essential elements of positive psychology including the history and its place in the field of psychology as an empirical based practice. Students will also learn how to integrate positive psychology in their lives to develop healthy living practices.

Prerequisite: PSY 101

PSY 300 Childhood Psychopathology (3 credits)

This course presents the etiology of childhood disorders (emotional, social, and cognitive), as well as intervention techniques.

Prerequisite: PSY 205

PSY 310 Human Sexuality (3 credits)

The biological, social, and psychological aspects of human sexual behavior are studied in the context of contemporary American society. Emphasis is placed on research methods and findings relative to human sexual behavior. Topics discussed will typically include: the development of sexuality, the formation of attachments, the varieties of sexual expression, sexual problems and their treatment, and legal aspects of human sexual behavior.

Prerequisites: PSY 101 and Junior or Senior status

PSY312 Psychological Statistics: Testing and Assessment (3 credits)

This course provides students with foundational knowledge statistical analyses and assessment methods that are commonly used in Psychology and the Social Sciences. Students will learn how to identify, properly utilize, and interpret analyses for various types of testing data and assessment tools.

Prerequisite: MAT112

PSY 321 Theories of Personality (3 credits)

This course investigates the major personality theorists from Freud to more recent and contemporary theorists like May and Rogers. Emphasis is placed on the critical evaluation and practical application of each theory reviewed.

Prerequisite: PSY 101 and Junior or Senior status

PSY 330 Psychology of Women (3 credits)

This course surveys the issues pertinent to women's diverse roles in contemporary society along with the historical significance of the women's movement. Gender differences in social, personality, and cognitive development are addressed.

Prerequisites: PSY 101 and Junior or Senior status

Offered in alternate years

PSY323 Behavioral Research Methods (3 credits)

This course introduces the student interested in human behavior to experimental design procedures emphasizing methodology, data collection techniques, and critical evaluation of research practices.

Prerequisites: MAT120, two courses in Psychology, Junior or Senior status

PSY332 Cognitive Psychology and Neuroscience (3 credits)

This course provides students with a foundation in Cognitive Neuroscience, which deals with the study of the relationship between brain and behavior, specifically the neurological systems that underlay complex mental processes such as attention, perception, learning, memory, language and emotion. The course will introduce students to methods used to study cognitive functioning and healthy persons, as well as those in neurological patients.

PSY 340 Physiological Psychology (3 credits)

This course provides the student with knowledge of the biological components of behavior. Basic neuroanatomy and neurochemistry are discussed with respect to a variety of topics such as emotions, sensation, aggression, sleep, memory, reproductive behaviors, eating disorders, and certain forms of psychopathology.

Prerequisites: PSY 101 and Junior or Senior status

PSY 341 Drugs and Behavior (3 credits)

The effects of psychotherapeutic drugs, alcohol, tobacco, and illicit drugs are discussed. The behavioral and psychological impacts are presented with emphasis on the physiological mechanisms involved.

Prerequisites: PSY 101 and Junior or Senior status

PSY 346 Health Psychology (3 credits)

This course explores the behavioral, cognitive, emotional, and social factors that affect physical health. Prevention, intervention, and treatment techniques will be discussed with an emphasis on approaches to changing unhealthy practices and maintaining health.

Prerequisites: PSY 101, Junior or Senior status

PSY 347 Early Intervention with Infants and Toddlers (3 credits)

This course, especially offered to those interested in careers in Child Psychology, surveys current and classic research in infant and toddler development. Typical and atypical development issues of children from birth to three years are studied with a focus on early intervention theories, programs, services, and techniques currently in use.

Prerequisites: PSY 205

PSY 370 Social Psychology (3 credits)

Social behavior is studied from a psychological perspective. Topics addressed typically include: small group behavior, personal perception, attitude acquisition and change, leadership, conformity, and prejudice.

Prerequisites: PSY 101 and Junior or Senior status

PSY 405 Counseling Diverse Populations (3 credits)

This course provides students with an understanding of the sociocultural context that influence personal biases and the explanations of psychological processes. Students will be invited to consider the roles of power and privilege in the development of psychological theories and methods.

PSY406 Counseling Ethics and Professional Development (3 credits)

This course provides students with the foundation in counseling ethics. This course will cover basic ethical principles such as informed consent and confidentiality; during this course, students will demonstrate an understanding of ethics by comparing codes across the mental health professions. This course will also cover professional issues such as self-awareness and the business of psychopathology.

PSY407 Interviewing and Counseling (3 credits)

This course provides students with knowledge of introductory skills. This course will cover basic skills common across the helping professions. Students will demonstrate competence with basic skills in an educational setting through role plays.

PSY421 Counseling Psychology (3 credits)

This course enables the more advanced student in psychology to gain an understanding of theories and techniques that facilitate individual and group well-being through the counseling process.

Prerequisites: All Psychology courses, Senior status

PSY 425 Parenting (3 credits)

This course will focus on the role of the parent as it relates to the child's healthy development at each stage. The importance of providing a proper role model, communication, discipline, attachment, and sibling relationships are discussed with consideration of varying cultural and family configurations. Issues such as the role of the father, as well as situations involving abuse, neglect, and stress will be included.

Prerequisites: PSY 205 and Junior or Senior status

PSY 430 Clinical Psychology (3 credits)

This course explores some of the key areas within the field of clinical psychology, with particular emphasis on assessment (cognitive, personality, and diagnostic) and treatment (crisis intervention and psychotherapy). Various forms of psychotherapy, including psychodynamic, cognitive, and humanistic/experiential therapy will also be examined.

Prerequisites: PSY 101, PSY 240, and Junior or Senior status

Offered spring semester

PSY436 Internal Family Dynamics (3 credits)

This course will provide students with an understanding of family strengths and weaknesses and how family members relate to each other. This course will introduce students to research on

healthy and unhealthy family characteristics, including responses to stress, communication processes, and theories of family conflict and social functioning.

PSY442 Interpersonal Relationship Skills (3 credits)

This course will provide students with an understanding of the development and maintenance of interpersonal relationships. This course will introduce students to research and theories on communication skills, intimacy and love, and relationship stages.

PSY 450-2 Special Topics in Psychology – Advanced Level (3 credits)

These courses or seminars focus on topics beyond the scope of existing departmental offerings. See Class Schedule for specific titles. Course/seminar may be repeated if topic is different.

Prerequisites: To be determined based on course offering; Junior or Senior status

PSY485 Psychology in the Field (3 credits)

This course requires students to use the totality of their learning within the Psychology program as they interact with experts in the field. Students will explore local and national professional affiliations, interview and shadow experts, and attend professional networking opportunities in the field. Major concepts in Psychology will be synthesized. Through assignments and reflective writing, students will examine their individual strengths, uncover potential biases, and continue professional growth and development. Requires 5-10 hours of fieldwork and observation.

Prerequisite: Senior status

PSY 498-499 Psychology Internship (3 credits each)

(This course is graded Pass/Fail.)

Students receive supervised training from practicing professionals, typically during the final semester of the fourth year. Learning is achieved through observation and/or direct participation. Students are placed appropriately in settings that relate to their individual and educational career objectives. Sites may include public educational facilities, human services agencies, mental health clinics, and law enforcement and criminal justice agencies.

Prerequisites: A minimum CGPA of 2.0, Senior status, and approval of Program Director

Open only to psychology majors

PSY535 Ethics and Professional Conduct in Psychology (3 credits)

This course is designed to provide students with a practical awareness of ethical standards and codes of conduct in the field of psychology. Students will review and critically analyze case studies which incorporate such topics as ethical decision making, informed consent, confidentiality, boundary and relationship issues, professional competence, supervision, and multicultural and diversity issues.

PSY540 Individual and Family Treatment of Substance Abuse Disorders (3 credits)

This course will focus on the principles of substance use counseling. Substance use counseling theories, orientations, and treatment models will be evaluated for effectiveness. Students will learn, discuss, and practice different facilitation styles and approaches to individual, family, and special population substance use counseling. Role playing will be utilized to demonstrate appropriate skill development as it relates to substance use counseling.

SOC 100 Principles of Sociology (3 credits)

This course introduces students to the major concepts and methods of sociology. Emphasis will be on the components of culture, the structure and institutions of society, the elements of social organization and differentiation, and sociological approaches to the analysis of groups.

SOC 200 Social Problems (3 credits)

This course involves the study of social problems and social disorganization in contemporary American society. Topics include: inequality and discrimination, race and ethnic relations, poverty, family disorganization, crime and juvenile delinquency, health care, aging, and suicide. The focus of the course will be on theoretical explanations and potential solutions.

Prerequisite: SOC 100 or PSY 101

SOC 210 Marital and Family Systems (3 credits)

This course investigates the structure and function of the family as a social system. Emphasis is placed on the interrelationship between the family and other social institutions utilizing cross-cultural and historical perspectives. Discussions of marriage, family structure, family functioning, and family disorganization are included.

Prerequisite: PSY 101 or SOC 100

SOC 305 Domestic Violence (3 credits)

This course explores various forms of domestic violence and abuse including neglect and physical, sexual, and emotional abuse among intimate partners and children. Issues pertaining to culture, sexual orientation, family dynamics, abuse of elders and the disabled, and the cycle of abuse are reviewed. Key issues related to treatment and community resources are addressed. Students will also investigate the etiology of abuse.

Prerequisites: SOC 100 or PSY 101 and Junior or Senior status

WEL220 Women Empowered as Learners and Leaders (3 credits)

This required interdisciplinary course is designed to give all students entering the One-Day Program a common experience and foundation for their education. Students examine leadership within the larger context of our interdependent world and their own strengths, values and aspirations. Students also examine learning styles, academic requirements, communication skills and technology to create a personalized action plan for success in the One-Day undergraduate experience and beyond.

WEL330 Strategies for Personal and Career Growth (3 credits)

This required interdisciplinary course builds on the foundation created in WEL 220 to deepen students' knowledge, skills and attitudes related to career, leadership and financial development. Through a focus on well-being students will strategically delve into ways to manage their own growth and development while understanding the opportunities to build on their purpose, passion and potential.

WEL440 Leadership in Practice (3 credits)

This capstone course is an interdisciplinary course designed to give senior-level students an opportunity to create a learning experience that allows them to apply knowledge, skills and personal development to a project that also contributes to a family, organization and/or community. This course combines academic study with practical application of leadership, communications and technology skills as a springboard for the student to move forward into the future as an empowered woman. Students may choose to complete research, community-based projects and/or service learning projects. As a culminating experience, this course also provides the platform for assessing students' progress and proficiency.

DIRECTORY

The Board of Trustees

Date following each name indicates year of initial election to the Board.

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Somers, Connecticut

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Paragus Strategic IT
Hadley, Massachusetts

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Founder and Board President
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Dover, Massachusetts

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Chief Operating Officer
SMC Partners, LLC
Longmeadow, Massachusetts

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Longmeadow, Massachusetts

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AFC Doctors Express
Longmeadow, Massachusetts

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East Longmeadow, Massachusetts

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Newton, Massachusetts

Mary Bushnell '74 (2016)

Summit, New Jersey

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Springfield, Massachusetts

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Associate Dean for Research, Emerita
Harvard Medical School
Boston, Massachusetts
Associate Scientist
Brigham and Women's Hospital
Boston, Massachusetts

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Springfield, Massachusetts

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Somers, Connecticut

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Massachusetts Small Business Development Center Network
Springfield, Massachusetts

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East Longmeadow, Massachusetts

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Senior Vice President - Wealth Management
Portfolio Management Program Advisor
Keady Ford Montemagni Wealth Management Group
UBS Financial Services
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Interim Provost
Connecticut Board of Regents for Higher Education
Hartford, Connecticut

Grace Makari-Judson, M.D. (2013)
Co-Director, The Rays of Hope
Center for Breast Cancer Research
Chair, Baystate Health Breast Network
Baystate Health
Springfield, Massachusetts

Angie B. McGinnis: Bayparent '94 (2007)
Retired Director
Pamplin Society of Fellows and
Coordinator, Inventing America Program
Lewis and Clark College
Portland, Oregon

Robyn A. Newhouse, Ph.D. (2009)
Vice President and Assistant to the Publisher
The Republican
Springfield, Massachusetts

Patricia J. Pierce, CFA (2008)
Chair of the Board
Former Senior Vice President for Domestic Equities
Wright Investors' Service
Vero Beach, Florida

Millie Roman-Buday G'13 (2014)
Assistant Director of Admissions
East Stroudsburg University
East Stroudsburg, Pennsylvania

Lori S. Roop '79 (2014)
Director, Special Events
United States Holocaust Memorial Museum
Washington, D.C.

Jane E. Roulier '89 (2006)
Partner
Dan Roulier & Associates
Longmeadow, Massachusetts

Barbara Sadowsky (2007)
East Longmeadow, Massachusetts

Yesenia (Jessi) Y. Santos '05, G10 (2014)

President, Alumni Council

Senior Contract Account Executive
United Healthcare
Hartford, Connecticut

Gloria Smith (2007)

President
The Zanger Company
Suffield, Connecticut

Mary Ann Spencer, CFA (2014)

Retired Managing Director
Boston Capital Management, LLC
Springfield, Massachusetts

Richard B. Steele (2005)

Managing Member
Longmeadow Capital, LLC
Longmeadow, Massachusetts

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President
Collins Pipe & Supply Co., Inc.
East Windsor, Connecticut

Joel L. Vengco (2014)

Vice President & Chief Information Officer
Baystate Health - Information Services
Springfield, Massachusetts

Hamline C. Wilson (2015)

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Ex Officio

Carol A. Leary, Ph.D. (1994)

President
Bay Path University
Longmeadow, Massachusetts

Trustees Emeriti

S. Prestley Blake (1960)

Retired Founder/Former Chairman
Friendly's Ice Cream Corporation
Somers, Connecticut

Edward J. Carroll Jr. (1981)
President
Carroll Consulting
Longmeadow, Massachusetts

Robyn B. Davis (1994)
Trustee and Director, Irene E. and George A. Davis
Foundation
Longmeadow, Massachusetts

Rev. Dr. Enzo V. DiGiacomo (1997)
Retired Surgeon and Emergency Room Consultant
Mercy Hospital
Springfield, Massachusetts

Edward J. Fleming III (1986)
Retired President
Windsor Marketing Group
Longmeadow, Massachusetts

Leon E. Maglathlin Jr. (1980)
Retired Vice President/Regional Administrator
Northeast Utilities
Longmeadow, Massachusetts

Charlene H.D. Mazer '67: Bayparent '97 (1995)
Retired Vice President
STANPAK Systems, Inc.
Longmeadow, Massachusetts

Administrative Offices

Date following each name indicates year of initial appointment.

PRESIDENT

Carol A. Leary (1994)
B.A., Boston University; M.S., State University of New York at Albany; Ph.D., The American
University

Executive Assistant to the President

Laurie Beth Thivierge
A.S., Bay Path University

THE AMERICAN WOMEN'S COLLEGE

Chief Administrative Officer

Amanda Gould (2011)
B.A., M.A., Boston College

Administrative Assistant to the Chief Administrative Officer

Sue Thibodeau (2016)
B.A., Western New England University

Deputy Chief Learning Officer

Maura Devlin (2006)

A.B., Colgate University; M.P.P.A., University of Massachusetts, Amherst; Ph.D., University of Massachusetts, Amherst

Adjunct Faculty Hiring Manager

Maria Furlow (2016)

B.S., Bay Path University, M.B.A., Bay Path University

Coordinator for Academic Directors

Serja Goram (2015)

B.S., M.B.A., Wayne State University

Director of Psychology

Trey Mireles (2015)

B.A., University of Wisconsin-Madison; M.S., Capella University

Director of Women as Empowered Learners and Leaders/Director of Leadership

Chelsea Sunday Kline (2013)

A.B., Smith College; M.T.S., Harvard University; Doctoral coursework at Widener University

Director of Criminal Justice Programs

Scott Joubert (2014)

B.A., Worcester State University; M.CJ, Boston University; Doctoral coursework, Walden University

Director of Business Programs

Jamie Litchfield (2015)

B.S., M.B.A., Bay Path University

Director of Education and Social Studies

Heather Bish (2016)

B.A., Assumption College, M.Ed., Framingham State University, Ed.D., Northeastern University

Director of Health Services Administration and Nursing

Debbie Hatzipetro (2013)

B.S.N, Fitchburg State University; M.S.N., University of Connecticut

Director of Nursing

Marjorie Bessette (2016)

A.D.N., Holyoke Community College; B.S.N., Elms College; M.S.N., Drexel University

Director of Sciences and Math

Sara Milillo (2016)

B.S., Pennsylvania State University; Ph.D., Cornell University

Director of Writing

Emily Thompson (2016)

B.S., Old Dominion University; M.A., George Mason University; PhD candidate, University of Massachusetts

Deputy Chief Enrollment Officer

Veatrice Carabine (2014)
B.S., Bay Path University; M.Ed., Springfield College

Administrative Assistant for Admissions

Marianne Gerena (2016)
A.S., Institute of Technology (PR)

Senior Director of Admissions, Central Massachusetts Campus

Jill Motyka (2011)
B.S., Bridgewater State College; M.B.A., Western New England College; M.S. coursework at Bay Path University

Director of Recruitment Events and Admissions

Sarah Chadwick (2013)
B.A., Simmons College; M.S., Bay Path University; M.S., Bay Path University

Director of Admissions, Eastern Massachusetts Campus and Central Massachusetts Campus

Michelle Bryson (2014)
B.S., Salem State University; M.S., Bay Path University

Associate Director of Admissions, The American Women's College

Brittany Riley (2015)
B.A., Roger Williams University; M.B.A coursework at Bay Path University

Admissions Counselor

Lauren Mitchell (2015)
A.S., Quincy College; Baccalaureate coursework at Bay Path University

Admissions Counselor

Jennifer Stuart (2014)
A.A., Holyoke Community College

Deputy Chief of Integrated Marketing

Kristin Garini (2015)
B.B.A., University of Massachusetts, Amherst; M.S., Bay Path University

Associate Director of Integrated Marketing

Julie Heckscher (2014)
B.A., Smith College; M.B.A., University of Massachusetts, Amherst

Deputy Chief of Academic Technology

Jeremy Anderson (2016)
B.A., Central Connecticut State University; M.S., Educational Technology; Doctoral coursework, Creighton University

Online Support Administrator

Diane Rinehart (2013)
A.S., Springfield Technical Community College; B.S., Westfield State University, M.B.A., Bay Path University

Assistant Director of Instructional Design

Michael Roberts (2014)

B.A. College of William and Mary; M.A. George Mason University

Course Builder

Criss Guy (2016)

B.A., Amherst College

Senior Director, Analytics and IT

Richard Silva (2014)

Network Administrator

Randall Bourque (2013)

Enrollment Systems and Data Management Coordinator

Alicia Janeczko (2014)

B.S., Central Connecticut State University

Director of SOUL and FIPSE Project Manager

Heather Bushey (2011)

B.S., University of Vermont; M.P.A., American International College; A.B.D., Northeastern University

Senior Director of Student Services

Anne Chapdelaine (2010)

B.S., M.S., Bay Path University

Administrative Assistant, Student Services

Erica Pelletier (2015)

Baccalaureate coursework, Bay Path University

Senior Associate Registrar

Andrew DePaolo (2014)

B.S., University of Connecticut; M.Ed., Post University

Director of the Central Massachusetts Campus/Assistant Registrar

Laura Hunter (2014)

B.S., Assumption College; M.S. coursework at Bay Path University

Assistant Director of Student Support, Central Massachusetts Campus /Assistant Registrar /PLA Coordinator

Traci Murphy (2004)

A.S., B.S., M.S., Bay Path University

Director of Longmeadow Campus/Assistant Registrar

Marisol Cruz (2009)

B.S., M.S., Springfield College

Assistant Director of Advising and Student Services, Longmeadow Campus/Assistant Registrar

Katherine Hibert (2013)

B.A., Westfield State University; M.S. coursework, Bay Path University

Educator Coach, Longmeadow Campus

Shirley Montovani (2014)

B.A., Westfield State University; M.Ed., Cambridge College

Campus Director, The American Women's College

Jennifer Barry (2013)

B.S., M.S., Southern New Hampshire University

Assistant Director of Advising and Student Support, The American Women's College

Alaina Bouchard (2015)

B.A., M.Ed., James Madison University

Educator Coach, The American Women's College

Kaitlyn Sosnowski (2015)

B.A., University of Massachusetts, Amherst, M.S. coursework, Bay Path University

Educator Coach, The American Women's College

Eric LaFountain (2015)

B.A., University of Colorado-Boulder; M.A., DePaul University

Educator Coach, The American Women's College

Huong Nguyen (2016)

B.A., Washington & Jefferson College; M.A., University of Connecticut

PROVOST

Professor of Nonprofit Management and Philanthropy

Melissa Morriss-Olson (2006)

B.S., Bemidji State University; M.A., Northeastern Illinois University; Ph.D., Loyola University of Chicago

Executive Director of Enrollment Marketing & Analytics

Rebecca Capuano (2013)

B.S., Westfield State University

Dean of Graduate Admissions

Diane Ranaldi (2000)

B.A., Trinity College; M.Ed., North Adams State College

Dean of Undergraduate Admissions

Dawn Bryden (2004)

A.S., Holyoke Community College; B.S., M.S., Bay Path University; Ed.D., American International College

**VICE PROVOST & CHIEF EDUCATIONAL COMPLIANCE OFFICER/TITLE IX
COORDINATOR**

Kathleen Martin (2013)

B.S., Keene State College; M.S., D.P.E., Springfield College

University Registrar

Marshall Bradway (2015)

B.S., B.A., Nichols College; M.B.A. Nichols College

Director of Assessment

Trish Bonica (2015)

B.A., Smith College; M.B.A., University of Iowa

**ASSOCIATE PROVOST AND DEAN, SCHOOL OF EDUCATION, HUMAN AND HEALTH
SCIENCES**

Professor of Education

Elizabeth C. Fleming (2007)

B.S., Fitchburg State University; M.Ed.\Ed.S., Vanderbilt University – George Peabody College;

D.A., Graduate School of Library and Information Science, Simmons College

ASSOCIATE PROVOST AND DEAN, SCHOOL OF SCIENCE AND MANAGEMENT

Associate Professor, School of Science and Management

Thomas Loper (2011)

B.S. State University of New York; Ed. D, University of Massachusetts, Amherst

FOUNDING DEAN, DIVISION OF RESEARCH AND ACADEMIC RESOURCES

Professor of Law

Ann M. Dobbmeyer (2005; faculty: 1994)

B.F.A., Ohio State University; J.D., Antioch School of Law

Director of Library and Information Resources

Associate Professor, Library and Information Science

Michael J. Moran (2008)

B.A., Assumption College; M.S.L.S., Simmons College School of Library and Information Science;

M.A., Antioch University; Post-graduate research: London School of Economics; Additional
graduate study: Columbia University

Executive Director of Center for Online and Digital Learning

Peter Testori (2010)

B.A., Eastern Connecticut State University; M.S., Central Connecticut State University; Graduate
Certificate, University of Massachusetts - Boston

Director of Student Academic Support Services

Jemi Kuberski (2012)

B.A., Simpson College; M.Ed., Springfield College

Director of Teaching and Learning Support Services

Associate Professor of Education

Charlotte L. Briggs (2012)

B.A., Oberlin College; Ph.D., University of Michigan

**ASSISTANT PROVOST AND DEAN OF LIBERAL STUDIES,
DIVISION OF STUDENT ENGAGEMENT AND LIBERAL STUDIES
Associate Professor of Higher Education**

Kristine E. Barnett (2009)

B.A., Russell Sage University; M.A., Central Connecticut State University; Ed.D. Johnson & Wales University

Assistant Dean of Students

Angela Watson (2016)

B.A., The Richard Stockton College of New Jersey; M.E.d, Salisbury University; Ed.D Johnson and Wales University

Director of Residence Life and Learning

Lindsie Lavin (2016)

B.S., Bay Path University; M.S., Smith College

Director of WELL and Community Life

Melina Rudman (2016)

B.A., Bay Path University

Director of Advising and Retention

Tonya Blundon (2016)

B.A., M.E.d., University of Massachusetts, Amherst

E-Portfolio Coordinator

Dianne Regnier

B.S, Western New England University

Assistant Dean for Student Services

Laurie Cirillo (2009)

B.A., M.B.A., University of Massachusetts, Amherst

Director of Employer Relations and Student Success

Lauren Bence (2016)

B.S. Suffolk University; M.S. Bay Path University

Director of Student Engagement and Leadership

Michelle Mirti (2012)

B.S., Springfield College

Executive Director of Multicultural Affairs & International Student Life/Assistant to the Provost for Diversity & Inclusion

Elizabeth Cardona-Badiab (2014)

M.P.A, Syracuse University

Athletic Director

Steven J. Smith (1997)

B.S., St. John Fisher College; M.Ed., Springfield College

Director of the Fitness Center

Robert Panetti

Certified Personal Trainer, Aerobics and Fitness Association of America

Coordinator of Student Activities and Transportation

Collin Glasow (2016)

B.A., M.S., Central Connecticut State University

Director of Creative Writing Program and Writer in Residence

Suzanne Strempek Shea (2005)

B.A., Portland School of Art

VICE PRESIDENT FOR FINANCE AND ADMINISTRATIVE SERVICES

Michael J. Giampietro (2006)

A.S., College of Dupage; B.A., M.P.A., University of Massachusetts, Amherst

Assistant Vice President & Director of Human Resources

Kathleen Halpin-Robbins (2006)

A.S., Holyoke Community College; B.S., M.A.T., Elms College

Executive Director for Administrative Services and Operational Effectiveness

Ted Leth-Steensen (2012)

B.S., Suffolk University

Controller

John O'Rourke (2015)

B.S., B.A., M.B.A., University of Massachusetts, Amherst

Director of Facilities

Paul Stanton (1971)

B.S., Western New England University; M.B.A., University of Massachusetts, Amherst

Director of Student Financial Services

Stephanie A. King (1999)

B.S., M.B.A., American International College

Director of User Support

Justin Letellier (2011)

B.S., Champlain College

Director of IT Infrastructure

Christopher Knerr (2015)

Director of Enterprise Computing and Database Administrator

Douglas Slavas (2011)

B.A., M.A., Western New England University

VICE PRESIDENT FOR UNIVERSITY RELATIONS & BOARD LIAISON

Kathleen M. Bourque (2001)

B.A., Dartmouth College; Advanced Study: Harvard University

Director of Stewardship and Leadership Giving

Kathleen S. Cotnoir (2001)
B.S., B.A., Bryant University

Director of Annual Giving and Alumni Relations

Amanda Sbriscia (2012)
B.A., Cedar Crest College; M.S., Drexel University

Director of Corporate and Foundation Relations

Janine M. McVay (2003)
B.A., Smith College; M.S., University of Massachusetts, Amherst

Director of Communications

Kathleen M. Wroblewski (1999)
B.A., University of Massachusetts, Amherst; M.S., Columbia University

VICE PRESIDENT FOR SPECIAL INITIATIVES

Vana Nespor (1999)
B.A., Northeastern Oklahoma State University; M.Ed., Northeastern Oklahoma State University;
M.S., Bay Path College; M.A., Columbia University; Ed.D., Columbia University

VICE PRESIDENT FOR STRATEGIC ALLIANCES

Caron Hobin (1995)
B.A., The George Washington University; M.B.A., Simmons College

Assistant to the Vice President for Strategic Alliances

Stephanie Bradshaw (2015)
B.A., Roger Williams University

Executive Director of Global Learning and Development

Stephen Brand (2015)
B.A., The Ohio State University; Ed.M., Harvard University; D.M., Case Western Reserve
University

Director of Corporate and International Partnerships

Susan Manoussoff (2015)
B.B.A., Northeastern University

Director of Special Programs

Briana Sitler (2007)
B.S., Bay Path University

MAP OF BAY PATH UNIVERSITY LONGMEADOW CAMPUS



- 1 – Deepwood Hall**
Academic Affairs
Alumni Relations
Campus Public Safety
Enrollment Marketing
Institutional Advancement
Marketing & Communications
President's Office
Registrar
Technology Services
- 2 – Blake Student Commons**
Cafe
Dining Commons
Fleming Book & Gift Center
Food Services
Sullivan Career & Life Planning Center
Student Mailboxes
Study Lounge
Athletic Department
- 3 – Breck Fitness Center**
Fitness Center
Helliwell Conference Room
Planning & Student Development
Residence Life
Office of Multicultural Student Outreach & Support
SID – Student Information Desk
Wright Dance Studio

- 4 – Carr Hall**
Classrooms
Faculty Offices
Mills Theatre
- 5 – Empsall Hall**
Graduate Admissions
One-Day Admissions
Undergraduate Admissions
- 6 – Hatch Library**
Spiritual Reflection Room
- 7 – The Annex**
Student Financial Services
- 8 – D'Amour Hall**
Classrooms
Davis Technology Center
MassMutual Multimedia Lab
- 9 – Facilities**
Facilities
Campus Public Safety Admin
Office/ID Office
Office / Mail Services
Purchasing
Shipping and Receiving

- 10 – Theinert Hall**
Health & Counseling Services
Residence Hall
- 11 – Wright Hall**
Breck Suite
Residence Hall
- 12 – Bollum Hall**
Residence Hall
- 13 – Longmeadow House**
Human Resources
- 14 – Elliott House**
Classrooms and Faculty Offices
- 15 – Catok Art Center**
Bashevkin Academic Center for Excellence
Catok Learning Commons
iPad Bar
- 16 – International Admissions & Student Center**
- 17 – North House**
Faculty Offices
- 18-25 Emerson Road**
Faculty Offices
- 19-17 Emerson Road**
Faculty Offices

- A - Parking Lot A
B - Parking Lot B
C - Parking Lot C
D - Parking Lot D
E - Parking Lot E

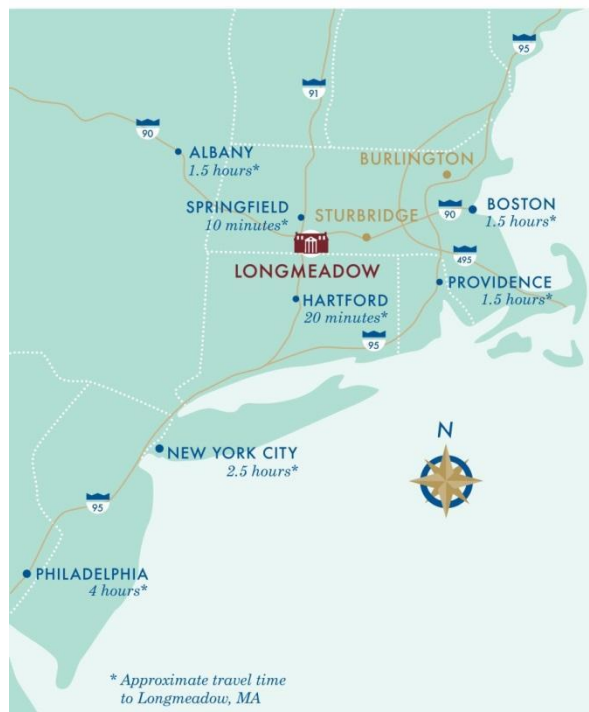
BAY PATH UNIVERSITY

588 Longmeadow Street
Longmeadow, MA 01106
800.782.7284

www.baypath.edu
graduate.baypath.edu

* For directions to the President's home & athletic fields contact the campus at 800.782.7284.

DIRECTIONS TO BAY PATH UNIVERSITY LONGMEADOW CAMPUS



Bay Path University (Longmeadow Campus) is located on Longmeadow Street (U.S. Route 5) in the center of Longmeadow. Springfield, Massachusetts is 3 miles to the north; Hartford, Connecticut is 23 miles to the south.

Springfield is served by two major bus lines and by Amtrak. Bradley International Airport, serving all major airlines, is 15 miles from Bay Path. Local transportation is available, or guests may call the University, 413.565.1331, for transportation to the campus.

From the North: I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the University will be on your right.

From the South: I-91 North to Exit 49 (Longmeadow). Turn right to Route 5 North; the University will be on your left.

From the East: I-90 (Massachusetts Turnpike-West) to Exit 6. Follow I-291 West to exit 1A, then I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the University will be on your right.

From the West: I-90 (Massachusetts Turnpike-East) to Exit 4. Follow I-91 South to Exit 1 (Longmeadow). Follow Route 5 South; the University will be on your right.