# CURRY COLLEGE 

Curry College
2023-2024 Catalog

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## Academic Calendar

## 2023 - 2024 ACADEMIC CALENDAR

Calendar subject to change due to external factors
fall semester 2003
Traditional Undergraduate Students

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## 2023-2024 Academic Calendar

## The College

## The College

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

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

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

## Mission Statement

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

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

## Vision Statement

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

## Diversity Statement

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

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

To learn more, visit curry.edu/diversity.

## History and Tradition

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

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

In 1938, the Massachusetts Legislature gave the institution the power to confer the degrees of Bachelor of Science of oratory and Master of Science of oratory. In 1943, the corporate name was changed to Curry College in honor of its founders. In 1952, Curry moved to its

## Curry College

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

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

## Curry College Today

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

The College is now a private, independent institution offering 25 majors and 65-plus minors and concentrations leading to undergraduate degrees, and offering graduate degrees in accounting, education, criminal justice, business administration, and nursing. The College offers undergraduate students a pathway to master's degrees through 5th year master's programs and a wide array of extra-curricular activities, ranging from 16 NCAA division III athletic teams to an outstanding theatre program.

The student body has experienced significant enrollment growth and now consists of approximately 1,600 traditional undergraduate students, and nearly 500 continuing education and graduate students. Approximately 70 percent of traditional undergraduates reside on the Curry campus.

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

## Location

The wooded, 131-acre Milton campus is one of the most attractive small college campuses in

## Curry College

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

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

Curry also operates additional instructional locations in Plymouth, Massachusetts and at Massasoit Community College in Brockton, Massachusetts.

## North Campus Facilities

The original Milton campus of the College, the North Campus, includes the John S. Hafer Academic Building, erected in 1965, that houses many of Curry's classrooms. In 2001, a new state-of-the-art television studio, the Hirsh Communication Center, complete with full TV production facilities, was added to the facility. In 2020, new computer labs were constructed in the Hafer Academic Building. There are several residence halls on the north side of campus, including a 190-bed facility that opened in Spring 2001 and a 175-bed facility which opened in Fall 2005. A new Academic and Performance Center opened in September 2006 on the Academic Quadrangle featuring state-of-the-art classrooms, faculty office suites, break-out facilities, and a multi-purpose auditorium/theatre named in honor of Oscar and Frances Keith. Other facilities on the North Campus include the award-winning student radio station WMLN-FM; a Parents' Lounge; a new Learning Commons featuring a state-of-the-art Science and Research Center, which opened in 2019; a gymnasium; an outdoor swimming pool; numerous basketball courts; and the Louis R. Levin Memorial Library, named in honor of a late Curry student, that includes an open access computer lab equipped with both Macintosh and PCs.

## South Campus Facilities

Located on the South Campus, the W. George Kennedy Academic Building is a classroom facility named in honor of a long-time Curry Trustee and benefactor. The Kennedy Building was entirely renovated in 2000 with new classrooms and offices, along with teaching and

## Curry College

open access computer labs equipped with both Macintosh and PCs. In 2020, further updated were made to the Kennedy Building including the construction of a ThinkTank Design Studio and renovations to art and music studios. The Gertrude M. Webb Learning Center on the South Campus houses many resources for Program for Advancement of Learning (PAL) students, including an Assistive Technology Center, an accommodations testing center, an Educational Diagnostic Center, an open-access computer lab equipped with Macintosh and PCs, an open-access Learning Lounge, interactive projection displays, classrooms, conference rooms, and offices for PAL instructors.

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

## Mid-Campus Facilities

Centrally located is the Student Center, an 84,000 square foot facility which opened in 2009. Designed to enhance educational experiences through expanded extracurricular and cocurricular programs and services, this new facility provides exceptional opportunities for recreation, social interaction, student activities and entertainment. Athletic facilities within the new student center include a gymnasium, athletic and general use locker rooms, and a fitness center offering cardio equipment, nautilus machines, free weights, and an aerobics studio. Additional features of the facility include: an expanded dining marketplace with a food court style servery; informal and late night food service areas; a sports café with pub style seating and flat screen TVs; a café with coffee house atmosphere; a student lounge with fireplace and living room atmosphere; a game room with billiards and other amusements; a quiet lounge for relaxed study; student services, Student Government Association and student club offices and meeting areas; a chapel for spiritual life programming and quiet prayer or reflection; a campus post office and copy and supply center with a full range of services; a bookstore with expanded space for texts and general merchandise; a tribute to the legacy of Joseph and Frieda Drapkin; and an amphitheatre style, multipurpose outdoor gathering space on Westhaver Park. The Diversity Center was opened on the second floor of the Student Center in 2021 and provides gathering and office spaces to provide affinity student groups with meeting spaces and resource rooms.

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

## Admission Information

## Admission Information

## FIRST-YEAR STUDENTS

## Secondary School Record

To be considered for admission, the applicant generally will present a minimum of 16 units of work and will graduate from an approved secondary school. The basic units for admission should include four years of English, and the remaining units should consist primarily of foreign language, mathematics, science and social studies. A recommended program of studies would include four years of English, at least two years of a foreign language, three years of mathematics, two years of science (including at least one laboratory science), and two years of social studies. In lieu of a valid high school diploma, a GED certificate will be accepted.

## Application Procedure

Students interested in candidacy should apply online at www.curry.edu or apply using the Common Application. Be sure to add Curry College to your "My Colleges" list. A rolling admission policy is followed, with December 1 as the application and supporting document completion deadline for Early Action candidates, an April 1 priority deadline for freshman (March 1 if applying for PAL, unless applying Early Action), and a priority deadline of July 1 for transfer students. The Admission Office begins the review of completed applications in September in order to inform candidates at the earliest possible date.

After the application has been submitted, accompanied by the non-refundable application fee of $\$ 50$ and personal essay, candidates should request their secondary school counselor to submit official transcripts and recommendations directly to the Admission Office. Concurrently, candidates are required to submit the results of the SAT or ACT examinations directly to the Admission Office.

Accepted candidates for admission will be required to submit a deposit to the Admission Office by the Candidates' Reply Date (May 1), or by an alternate date specified by the Vice President of Admission and Dean of Undergraduate Admission. This deposit is refundable provided written notification is received by May 1. A final high school transcript and an official indication of graduation, i.e. a high school diploma, should be received by the Admission Office no later than July 15. Failure to submit these documents may result in the student's acceptance being rescinded.

## ADMISSION TO THE PROGRAM FOR ADVANCEMENT OF LEARNING (PAL)

Candidates for the Program for Advancement of Learning must submit diagnostic evaluation(s) and other materials which describe a specific language-based learning disability and/or ADHD. Testing must be administered within three years of application. Materials should be submitted directly to the Learning Center and include:

1. An individually administered comprehensive test of cognitive ability, adult version (WAIS-III, Woodcock- Johnson Cognitive Battery, etc.) that includes both subtest scores and narrative report. (Note: the WASI is not accepted).
2. Achievement testing indicating current levels in reading (decoding and comprehension), math and written language. For those students needing diagnostic or other educational testing, please contact the Educational Diagnostic Center (EDC) at Curry College.
3. Optional Supplementary Application. The application is available online or by request at (617) 333-2250.
4. An IEP or its equivalent is requested, if available (not mandatory). An interview with PAL is strongly recommended, and may be required in some cases. Deadlines: March 1 for first year students; July 1 for transfer students.

PAL is designed for students who have a primary diagnosis of a language-based learning disability and who have average to above average intellectual ability. Due to the popularity of PAL, space is limited. PAL is not designed to support students who have significant psychiatric or other disabling conditions in addition to a language-based learning disability. Such individuals, if otherwise qualified for admission to the College, are eligible for reasonable accommodations under the Americans with Disabilities Act (ADA) as arranged through the College's ADA Coordinator. Please contact Coordinator of PAL for questions or more information regarding PAL admission procedures. Applicants to PAL for Multilingual Students or the Adult Center at PAL should see below for admission information to those programs.

Curry College

## EARLY ADMISSION

Certain qualified students may be allowed to enroll in the College at the completion of their junior year of high school. Candidates for this program must gain the approval of their high school to participate. College credit will be given for courses carried. The student must have his/her high school's approval of the courses and assurance that the courses will be accepted toward satisfying secondary school diploma requirements. The successful completion of the prescribed course of study and the secondary school's granting of a diploma will allow the student to matriculate. Academic standing will be determined by the number of semester credits of work completed. Financial assistance is not available to the student until his/her high school diploma has been awarded.

## TRANSFER STUDENTS

Each September and January, Curry College admits and welcomes transfer students. (Applications for transfer into theNursing Program are accepted for the fall semester only). Students interested in applying for admission apply on-line at www.curry.edu or apply using the Common Application. If using the Common Application, be sure to add Curry College to your "My Colleges" list. A rolling admission policy is followed, except for students interested in transferring into the nursing program, with a priority deadline of July 1 for the fall semester and January 1 for the spring semester.

After the application has been submitted, accompanied by the non-refundable application fee of $\$ 50$ and personal essay, candidates should submit all official college transcripts, the College Official's Report Form from each college previously attended, and proof of high school graduation to the Admission Office.

The results of the SAT or ACT, as well as an official high school transcript, are required if the applicant has completed less than 30 credits at another institution. If the student has completed more than 30 credits at another institution, proof of high school graduation is required and may be submitted as a photocopy of the high school diploma, GED results, or an official final high school transcript.

A student who has attended any other institution beyond the high school level, regardless of whether or not any advanced standing credit has been earned or is desired, is required to have an official transcript sent directly from his or her former institution to the Admission Office. A transfer applicant must report all colleges previously attended. Failure to provide accurate information or deliberate omission of transcripts may invalidate any acceptance to Curry College. The Admission Office expects to receive the final transcript prior to the acceptee's first registration at the College as a degree candidate. If extenuating

## Curry College

circumstances prevent this, the final transcript must be sent directly to the Registrar's Office by the end of the first semester the student is enrolled at Curry College. The College may not accept credits in transfer if the transcript is received after the first semester.

Transfer students who, at the time of their matriculation have an Associate's Degree in a liberal arts course of study with a 2.0 cumulative average and 60 credits or the equivalent with no grades below a C- will be granted full junior status. Students transferring from a college with which Curry has an articulation agreement will be treated according to the terms of that agreement. Associate degrees from programs other than liberal arts will be evaluated for transfer credit on an individual basis.

College-level credit received from another institution, whether or not Curry College offers a parallel course, will normally be granted for graded courses in which a "C-" or better has been earned and the course is not of a technical nature that may not fit within the academic areas of the College.

Applicants to the Nursing Program must earn a grade of "C" or better in all prerequisites (Anatomy \& Physiology I, Anatomy \& Physiology II and Chemistry with Lab) in order for the courses to transfer and for their application to be considered for admission. If any of the prerequisite courses were failed and/or repeated.

Regardless of the number of credits accepted by Curry College, the transfer student must meet the normal requirements for graduation. These are:

- The accumulation of 120 credits or the successful completion of a comprehensive evaluation by the Curry faculty
- Fulfillment of the requirements of a major
- Achievement of a 2.0 cumulative grade point average
- Fulfillment of the general degree requirements as specified in this Catalog

Credit for courses taken with United States Armed Forces Institute (USAFI) will be accepted on the basis of the guidelines developed by the American Council on Education document, "Guide to the Evaluation of the Educational Experiences in the Armed Services."

Curry College may accept transfer credits for non-traditional study in accordance with the following guidelines and procedures:

- A student may apply for up to a maximum of 9 credits toward graduation for experiences which have had an educational value although they have not occurred in the traditional academic environment.


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- The student must apply to the Committee on Equivalent Education for the awarding of these credits, stating the nature of the experiences and demonstrating the educational value of the experience.
- These credits will not replace the normal requirements for graduation, but will count as "elective" credits toward the 120 credits required for graduation.

Transfer credits for criminal justice majors will be accepted only from regionally accredited institutions. Criminal Justice majors may not receive credit for any non-traditional study, including life experience, professional development and coursework completed through the Armed Services.

Before a transfer student will be asked to respond to an offer of Admission, Curry will notify the applicant of the specific course credits or equivalents to be granted upon enrollment. If an evaluation cannot be completed at the time admission is offered, Curry will make an evaluation before asking the student to make a commitment. A copy of the transfer student's Curry transcript will be sent to the student during the first semester at Curry. This record will serve as an official confirmation of recorded credits.

## Examination Credit

## Advanced Placement Examinations

Curry College normally grants academic credit toward graduation to those who have successfully participated in the Advanced Placement Program of the College Entrance Examination Board and have earned a rating of " 3 ," " 4 ," or " 5 " on the Advanced Placement Examination. Applicants desiring this credit should request the College Entrance Examination Board to send the examination results to the Admission Office, Curry College.

## The International Baccalaureate/Higher Level International Baccalaureate Examinations

Students who have participated in the International Baccalaureate diploma program at a secondary school may be eligible to receive advanced standing credit. Credit is granted on a case by case basis. An official IB transcript as well as the student's secondary school transcript is required. Advanced standing credit may also be awarded to the student who has completed a Higher Level IB course examination(s). Official test score results must be submitted for evaluation by the Registrar's Office.

## Credit by Examination

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1.ACT/PEP, CLEP, and DANTES: Accepted candidates may advance their standing by attaining acceptable scores in the examinations of the College Level Examination Program (CLEP), the American College Testing Program (ACT/PEP) or the DANTES Subject Standardized Testing (DSST) Program. Students can earn as much as 60 hours of credit, or the equivalent of two years of work. Criminal justice majors may take DANTES or CLEP examinations for transfer credit but can receive no more than $10 \%$ of their credits in this manner (maximum of 12 credits/ 120 credits or 6 credits/ 60 credits). Additional information may be obtained from the Registrar's Office. Continuing Education students should seek information from the Division of Continuing and Graduate Studies.
2. Proficiency Evaluations: Proficiency evaluations for certification of credit are available for many courses at Curry. Matriculated students are eligible for these evaluations and, upon demonstration of satisfactory achievement, will receive ungraded credit for the course(s). The evaluations measure end-of-course competency in particular Curry course offerings and afford an additional option for shortening the time required to earn a degree. Directions, fee scale, and the application form for proficiency evaluations are available in the Registrar's Office. Continuing Education students should seek information from the Division of Continuing and Graduate Studies. An IEP or its equivalent is requested, if available (not mandatory).

## Other Requirements

## Portfolio Requirement

In addition to being held to the same admission standards as any prospective Curry College student, students enrolling in the Studio Arts major or Graphic Design major are required to submit a portfolio of their artwork for review as part of their application to the College.

## Laptop Requirements and Recommendations

All incoming students for the Studio Arts major and Graphic Design major are required to have a MacBook computer and a subscription to Adobe Creative Cloud. Full details on required specifications are published on the Curry College website.

All School of Nursing students are required to have laptop computers as outlined in the School of Nursing Handbook.

With the exception of the School of Nursing, Graphic Design and Studio Arts majors as noted above, Curry College strongly recommends that all students have a laptop computer for classroom instruction, course assignments, testing, and research during outside of class hours.

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We do NOT recommend notebooks, tablets, Google Chromebooks, iPad products, or a smartphone for use.

## Recommended MINIMAL Laptop System Configuration

- Windows compatible laptop with 13 " display, Windows 10 , Core i5 processor, 8 GB RAM, 256 GB storage
- MacBook Air or MacBook Pro with 13" display, macOS 10.13 or later, Core i5 processor, 8 GB RAM, 256 GB storage
- Built-in or external microphone
- Built-in or external webcam
- Anti-Virus software


## Recommended OPTIMAL Laptop System Configuration

- Windows compatible laptop with 13 "-15" high-definition display, Windows 10, Core i7 or better processor, 16 GB or
- more RAM, 512 GB or larger SSD
- MacBook Air or MacBook Pro with 13 " or 16 " display, macOS 10.15 or later, Core i7 or better processor, 16 GB or more
- RAM, 512 GB or larger SSD
- Important: Apple MacBook Air and MacBook Pro computers are not upgradable after purchase. Please plan your
- purchase based on potential future needs, even if it means spending more now
- An extended service plan that covers accidental damage.
- Built-in or external microphone
- Built-in or external webcam
- Anti-Virus software


## Academic Support Services

## Academic Support Services

## Advising and Academic Success

The Office of Advising and Academic Success exists to offer guidance and support to students throughout their undergraduate experience as they explore and make choices regarding their academic program, major, and educational goals.

The goals of the Office of Advising and Academic Success are the following:

- Assist students in creating their schedule for each semester, help to narrow their choices around declaring a major, and provide useful advice on required courses and General Education requirements
- Based on the tenets of proactive, holistic, appreciative advising, the Advising and Academic Success staff seeks to assist students in developing strategies and utilizing resources that will enable them to take responsibility for and become engaged in their learning throughout college and beyond. These include, but are not limited to: Tutoring, time management or study skills strategies, counseling, conflict resolution skills, accommodations, and instructional technology assistance.
- Encourage students to establish meaningful connections with their faculty advisor, and to also become involved in the campus community by participating in co-curricular activities and programs

The Office of Advising and Academic Success first interacts with students following their acceptance to register them for a few classes prior to Summer Orientation. Many students attend a Summer Orientation session, or speak with an advisor by phone to complete their schedule for the fall semester. Students are assigned to an academic advisor, usually in their major, in August, and it is possible to request a change of advisor on the student portal, should a student wish to do so.

## Advisor Request Policy

Advising is a partnership between students and their advisors and students are encouraged to make meaningful connections with their academic advisor. Students are initially assigned an advisor by the Office of Advising and Academic Success, often within their declared major. However, in keeping with the goal of student empowerment, students may request a change of advisor through the student portal at any time should they wish to do so. Students should choose an advisor who best meets their needs holistically, whether that is
an advisor within their major/ department or in another department. Within the limits of their advising load, advisors should accept a student's request based on whether they feel the match will be a beneficial fit for the student.

## Computer Labs

Computer Labs, located in the Kennedy Building, Webb Learning Center, Hafer Building and Levin Library, provide students with a variety of tools and resources to support the applied technology program as well as other academic areas of study and research. The facilities contain Macintosh and PCs, slide and flatbed scanners, a dye-sublimation color printer, and laser writer printers, all connected via an Ethernet network. During the regular college year, the Kennedy and Hafer Macintosh lab facilities are open on Mondays through Thursdays from 8:00 a.m. to 10:00 p.m., on Fridays from 8:00 a.m. to 4:00 p.m., and on Sundays from 2:00 p.m. to $10: 00$ p.m. The Kennedy and Hafer labs are closed Saturdays. The Levin Library lab is open during regular library hours. Lab assistants are available to provide help for Curry students. The computing functions taking place in the labs are word processing, electronic spreadsheets, database management, Internet access, graphic design, desktop publishing, the integration of photography and computer technology, digital imaging, academic research and various specialized projects.

## The Center for Global \& Career Services

The Center for Global \& Career Services offers students individualized attention to assist in developing a career path tailored to students' interests, strengths, and goals. Students can receive study away advising, career counseling, resume development, and practice with interviewing in order to help prepare for the professional world. The Center for Global \& Career Services helps students build a career development skill set that will contribute to a lifetime of career success.

## Study Elsewhere

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

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

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

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

For specific information concerning study abroad and study at other academic institutions, contact the Center for Global \& Career Services at studyabroad@curry.edu.

## Internships

The Center for Global \& Career Services assists students in integrating work experience in selected field settings with their academic programs through internships for academic credit. Experiential learning allows students to apply classroom learning to the world beyond and provides opportunities for networking and personal development and a richer understanding of many of the subjects studied through coursework. Students learn by doing and retain more of what they learn by being actively involved in the learning process. Taking advantage of the extensive opportunities for internships in the Greater Boston area and beyond, students prepare themselves for the work world and are supervised in the field by Curry faculty members. Internships help students to apply classroom learning, gain work experience in a supervised setting, and explore career paths. Students may take up to 30 credit hours in internships.

Each academic area may have specific prerequisites; contact the director of the Center for Global \& Career Services for details. Sophomore standing is required as well as a 2.50 GPA cumulative average.

To obtain credit for internships, a student must submit an on- line Application through the MyCurry portal and confirm an approved site and schedule. The student must also create three learning goals developed in cooperation with his/her supervisors and submit a final

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Learning Contract. Learning Contract guidelines are available on the portal or in the Center for Global \& Career Services.

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

## Counseling Center

At times, students may face stressors that pose significant barriers to their academic and personal success. In the event that such stressors become intensive (e.g., grief and loss, mood disorders, eating disorders and/or substance abuse, among others), the Counseling Center can assist students by helping them to identify healthy coping skills, which can help to improve overall psychological wellness and enhance academic and personal success. In the event that emergency assistance is needed, students may access urgent care services by walk-in, or after hours, through the counselor on call.

## Writing Center

Located on the first floor of the Learning Commons, the Writing Center is dedicated to assisting Curry students at any level become more flexible, effective, and confident writers. At the Writing Center, all students enrolled at Curry can receive free individualized attention to their writing from professional Writing Center Specialists or trained Peer Writing Tutors. From brainstorming, creating an outline or graphic organizer, or writing that first paragraph to revising an essay or poem, citing sources, or learning to proofread, we work with students at any stage of the writing process.

## Tutoring

Academic Tutoring is housed within the Office of Advising \& Academic Success. The College provides two options for students to access tutoring services in their courses. Students can access trained peer tutors for many of their courses through the TutorMatching System located on the myCurry portal under the Academic Success and then Academic Tutoring tab. Our peer tutors have been recommended by our faculty to serve in this role. Students should come to tutoring sessions with questions to be addressed by the peer tutor. For subject areas where a peer tutor is not available or where students prefer professional tutoring support, students can connect remotely with a live professional tutor through TutorMe in the Canvas Learning Management System.

## Louis R. Levin Memorial Library

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The Levin Library engages and supports students in the development of the necessary research skills to achieve academic success. Providing a student focused environment is a high priority. While the Library emphasizes individual support, for example, students may make appointments to work one-on- one with reference librarians, assistance is also available at the reference desk, via e-mail and chat and text reference. Library faculty actively collaborate with teaching faculty to Integrate research and critical thinking skills directly into the curriculum and the classroom.

The Library collection supports Curry's undergraduate and graduate programs, with a relevant collection of print books and videos, thousands of e-books, electronic journals, streaming media and myriad databases that provide access to a diverse collection of electronic resources. Students can access these through the on- line catalog and from the Library's home page (www.curry.edu/ resources-and-services/ academic-resources/levinlibrary.htm).

No library can have everything and for materials not available at Levin Library, students can take advantage of Interlibrary Loan to borrow materials from other libraries around the country and internationally. You can create your interlibrary loan account from the Library web site.

Levin Library also has a collection of iPads which circulate for two weeks, wireless printing, scanners, and a color printer.

The Library's Education Resource Center (ERC) provides instructional materials for courses in teaching methods. The ERC collection includes print, multimedia and manipulative materials which support Curry's programs for early childhood, elementary, and special needs teachers.

Levin Library is an active and busy center for research, reading and study. Students also benefit from the fact that it shares space with the Academic Enrichment Center. Group study areas, for students working on cooperative assignments and quiet study areas are both available. Hours during the academic year include nights and weekends, with extra hours added during final exam periods.

## Media Services

The goal of the Information Technology Services Office is to provide faculty, staff and students with the resources necessary to communicate and share information to enhance the learning process while furthering the academic climate.

All major classrooms are equipped with video and sound presentation capabilities. Most classrooms contain a PC, DVD, VHS, LCD (Data Projector), and HD Videocamera/microphone.

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Equipment available for other classroom and on-campus conference use include: PC laptop computer, digital video camera, DVD player; VCR player, portable audio system, LCD (Data Projector) and retractable screen. Equipment needs are arranged by appointment and reservations must be made through the Information Technology Services Office for equipment use.

Equipment needed for recurring classroom use must be reserved before the beginning of the semester. Other classroom equipment needs must be made at least 48 hours in advance. ITS makes every attempt to accommodate equipment needs. However, late reservations cannot be guaranteed. Requests can be made by phone at (617) 333-2911 or email (support@curry.edu). Due to peak volume times in the semester, we cannot guarantee lastminute requests.

## Disability Services

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

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

Procedure: Once accepted to the College, students should immediately begin the registration process with Disability Services for obtaining academic accommodations and services. Because the review of requests and development of accommodations may take several weeks, students are strongly encouraged to initiate the process well before classes

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begin. To begin this process, students must complete a Registration for Disability Services form, as well as provide appropriate documentation of their disability, to Disability Services. This procedure is in place to:

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

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

## Program for Advancement of Learning (PAL)

The internationally recognized Program for Advancement of Learning (PAL) is a comprehensive, fee-based support program providing assistance to students with specific learning disabilities and/or AD/HD with at least average to above average intelligence. Since 1970, when PAL was established in this country as the first program of its kind, PAL has focused on helping each participant to become a competent, effective, independent learner through heightened self-awareness. Students work in individual and/or small group classes with a PAL faculty member in accordance with their individualized learning needs. Classes focus on developing students' understanding of the learning process, brain functions, and use of strategies in cognitive areas such as listening, speaking, reading, written expression, time management, organization, and spatial orientation. Each learner is asked to identify how s/he most effectively gains knowledge, what gets in the way of potential success, and what must be done to achieve the success s/he desires and deserves.

Students receive credit for the first-year PAL courses and are able to continue in the program either full- or part-time as long as needed. Participation in PAL is for a minimum of one academic year and each PAL course carries an additional fee. Summer PAL is an optional program for accepted PAL students that provides a structured college experience in a supportive, enjoyable environment that allows students to begin their first college year with increased confidence and self-awareness. Students earn three credits for their participation in this three-week, intensive course that lays the foundation for developing selfunderstanding and effective learning habits. Classes focus on discussions, readings, and writing on topics such as brain functions, learning styles, and cognitive processing. Students have multiple problem-solving and critical thinking experiences that connect their personal

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learning profiles to real-world situations. Summer PAL introduces students to life at Curry and provides an opportunity to develop long-lasting relationships with faculty and students. There is an additional fee for this program.

In the first year, students enroll in required courses bearing 1.5 credits each: PAL 1190 and 1200, The Learning Process I and II.

After the first year, PAL students are given the option to continue in one of the following non-credit courses: PAL 1210, Advancement in Learning, PAL 1220, Learning Transitions, and PAL 1230, Selected Topics in Learning. This course sequence is designed to provide a comprehensive and individualized approach to meeting student needs to develop independence. (See course descriptions for details).

Many successful graduates of PAL regard the support they received from their PAL professors and peers as critical components of their personal success. PAL students are fully integrated into all of the College's courses and activities. From their first day at Curry to Commencement, PAL students are first and foremost Curry students - fulfilling the necessary curriculum requirements alongside students without learning disabilities.

Students who participate in PAL are often actively involved in leadership roles across the campus. Approximately $25 \%$ of new Curry students are enrolled in PAL.

## Academic Policies \& Procedures

## Academic Policies and Procedures

## The Office of the Registrar

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

## Student Academic Information and Records

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

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## RIGHTS UNDER FERPA

1. The right to inspect and review their education records within 45 days of the day the College receives a request for access. Students should submit written requests to the Registrar, which identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where records may be inspected. If the records requested are not maintained by the Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of their education records that they believe may be inaccurate or misleading. Students may ask Curry College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Curry College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's records, except to the extent that FERPA authorizes disclosure without consent.

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

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## RIGHTS UNDER FERPA

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

Student Privacy Policy Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5920

## Directory Information

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

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the College to withhold Directory Information must notify the Registrar in writing within 14 calendar days after the start of the semester. Request forms are available at the Office of the Registrar.

## Age of Majority

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

## Student Persistence

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

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

## Academic Transcripts

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

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

For each official transcript requested, there is a fee of \$5 payable in advance. Additional

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processing fees apply when ordering transcripts online. Requests for course descriptions may be submitted to the Office of the Registrar. There is a $\$ 5$ fee for each request. Official transcripts will be issued only when all financial obligations to the College have been satisfied.

## Change of Address

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

## Classification of Students

## Matriculation/Degree Candidacy

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

## Full-time/Part-time Status

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

Students who wish to change their status from full-time to part time must notify the Office of the Registrar and are advised to consult the Director of Financial Aid to determine whether the change will affect any financial aid they may be receiving.

Also see section in Academic Policies for Satisfactory Progress to Degree Completion.

## Declaring a Major

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

1. Declare through the Advising \& Academic Success office the subject area in which they would like to major

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or
2. Propose an Individually Initiated Major

## Continuing Education Students

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

## Class Standing

Class standing is determined as follows:

| YEAR | CREDITS EARNED |
| :--- | :--- |
| First Year | $0-29.5$ |
| Sophomore | $30-59.5$ |
| Junior | $60-89.5$ |
| Senior | 90 or more |

## Grades and Grade Point Average (GPA)

Grade points for a course are determined by multiplying the number of credits by the number of points for the course letter grade. To determine the grade point average (GPA) for an individual semester, divide the total grade points earned by the number of graded credits carried. To determine the cumulative grade point average, divide the total number of grade points earned by the total number of graded credits carried. In addition to other requirements for graduation, a student must maintain a 2.00 cumulative grade point average.

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| LETTER GRADE | GRADE POINT | EXPLANATION |
| :---: | :---: | :---: |
| A | 4.0 | Excellent achievement of course goals |
| A- | 3.7 |  |
| B+ | 3.3 |  |
| B | 3.0 | Good achievement of course goals |
| B- | 2.7 |  |
| C+ | 2.3 |  |
| C | 2.0 | Adequate achievement of course goals |
| C- | 1.7 |  |
| D+ | 1.3 |  |
| D | 1.0 | Minimal achievement of course goals |
| D- | 0.7 |  |
| F | 0 | Failure to achieve course goals (or for lack of attendance and failure to respond to mid-semester deficiency notification by officially withdrawing from course) |
| IN |  | Incomplete |
| I[letter <br> grade] |  | I - Followed by a letter grade indicates an Incomplete changed to a grade |
| P |  | Pass in Pass/Fail and Grade/Pass/Fail Option courses (no effect on GPA; credits count toward graduation) |

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| LETTER <br> GRADE | GRADE <br> POINT | EXPLANATION |
| :--- | :--- | :--- |
| W |  | Withdrawal; course was dropped after the end of the official <br> Add/Drop period and prior to the designated withdrawal deadline |
| AU |  | Audit (no effect on GPA) |
| CEU |  | Proficiency Credit (no effect on GPA; credits count toward <br> graduation) |
| NG |  | Proficiency Failure (no effect on GPA; no credit earned) |
| PP |  | Special; Credits awarded for prior learning via Equivalent Education <br> process |
| PX |  | Transfer Credit |
| SP |  |  |

## Grading Scale

(Note: Only letter grades appear on the transcript).

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| $93-100$ | A |  |
| :--- | :--- | :--- |
| $90-92$ | A- |  |
| $87-89$ | B+ |  |
| $83-86$ | B |  |
| $80-82$ | B- |  |
| $77-79$ | C+ |  |
| $73-76$ | C- |  |
| $70-72$ | D+ |  |
| $67-69$ | D |  |
| $63-66$ | D- |  |
| $60-62$ | F |  |
| 59 and below |  |  |

## Midterm Assessments

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

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

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

## Grade Reports (midterm and final)

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

## Incomplete Course Status

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

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

In order to initiate a request for an incomplete, a student must request the incomplete from the instructor no later than the day of the scheduled final exam.

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

The incomplete must be resolved by the last class day of the following semester, based on the traditional Fall and Spring academic calendar, or by the earlier date specified by the professor. The incomplete is resolved to a letter grade when the course instructor submits an

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incomplete resolution form to the Registrar, at which time the grade will be included in the student's overall grade point average.

An unresolved incomplete will be recorded as an $F$.
If an incomplete is unresolved at the time of a student's degree conferral, this unresolved incomplete will be recorded as an F.

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

## Repeating a Course

A student may repeat a course once when the initial grade is C - or lower. The second grade is recorded on the student's transcript along with the first. However, only the higher grade is included in calculating the overall grade point average, and only the credits associated with the higher grade are included in credits earned toward graduation. One repeated course is permitted per semester.

## Grade/Pass/Fail Option

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

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

The GPF is not an option in courses in the student's major, except field experience courses that may be part of the major. Only one " $P$ " grade may be used in a minor.

Please note: When exploring the GPF option, students must confirm any minimum course grade requirements with individual departments and programs. The GPF is not an option in credit-bearing graduate courses.

## UNDERGRADUATE Degree Requirements

## Curry College

## I. BACHELOR OF ARTS (B.A.) REQUIREMENTS: 120 CREDITS

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

## II. BACHELOR OF SCIENCE (B.S.) REQUIREMENTS: 120 CREDITS

A. General Education Curriculum
B. Major requirements as listed
C. 2.00 cumulative GPA
D.Nursing Major Only: Satisfactory completion of standardized testing requirements for nursing.
(See the Nursing Baccalaureate Program Policy and Information Booklet for other admission requirements).
III. CANDIDATES FOR GRADUATION FROM CURRY COLLEGE MUST HAVE A MINIMUM OF 30 CREDITS IN THE CLASSROOM AS MATRICULATED STUDENTS. A MINIMUM OF 12 CREDITS MUST ORDINARILY BE CORE COURSEWORK IN THE AREA OF THE MAJOR.
IV. STUDENTS MAY FOLLOW AN EDUCATIONAL PROGRAM BASED ON ANY OF THE CATALOGS IN EFFECT WHILE THEY ARE MATRICULATED STUDENTS AT THE COLLEGE. NURSING STUDENTS WILL FOLLOW THE EDUCATIONAL PROGRAM IN EFFECT WHEN THEY ENTERED AS FIRST YEAR STUDENTS; TRANSFER STUDENTS AND OUT-OFSEQUENCE NURSING STUDENTS WILL FOLLOW THE EDUCATIONAL PROGRAM FOR THE CLASS WHICH THEY ARE JOINING.

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

## TRANSFER STUDENT Requirements

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Students who transfer into the College must meet General Education requirements that are affected by the number and type of transfer credits awarded, as determined by the Registrar. Any General Education requirement may be satisfied by an appropriate transfer course.

| CATEGORY 1: 0-29.5 TRANSFER CREDITS |  |
| :---: | :---: |
| Transfer students with fewer than 30 credits in transfer should follow the General Education Curriculum. Students who transfer 15 or more earned credits are encouraged, but not required, to complete GEN 1001. |  |
| CATEGORY 2: 30-45 TRANSFER CREDITS |  |
| 12 credits First Year Core (excluding First Year Inquiry and Curry Launch) |  |
| 3-4 credits Science |  |
| 3 credits Arts |  |
| 3 credits Humanities |  |
| 3 credits Social Science |  |
| 3 credits International/Global (must be outside the major) |  |
| 3 credits Diversity/Inclusion (must be outside the major) |  |
| 3 credits General Education Capstone |  |
| Wellness |  |
| Active Learning |  |
| One course Reading/Writing Enhanced |  |
| One course Quantitative Literacy Enhanced |  |
| One course Information Literacy Enhanced |  |

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| CATEGORY 3: 46-60 TRANSFER CREDITS |  |
| :---: | :---: |
| 3-4 credits Science |  |
| 3 credits Arts |  |
| 3 credits Humanities |  |
| 3 credits Social Science |  |
| 3 credits International/Global or Diversity/Inclusion |  |
| 3 credits General Education Capstone |  |
| One course Reading/Writing Enhanced |  |
| One course Information Literacy Enhanced |  |
| Any college-level quantitative course |  |
| CATEGORY 3A: 60 OR MORE TRANSFER CREDITS WITHOUT ASSOCIATE'S DEGREE |  |
| 6 credits Choice of Science, Arts, Humanities, Social Science, International/Global and/or Diversity/Inclusion |  |
| 3 credits General Education Capstone |  |
| One course Reading/Writing Enhanced |  |
| One course Information Literacy Enhanced |  |
| Any college-level quantitative course |  |
| CATEGORY 4: 46 OR MORE TRANSFER CREDITS WITH ASSOCIATE'S DEGREE |  |
| Students who transfer with an earned Associate's degree are not required to complete General Education requirements |  |
| INDIVIDUAL VARIATIONS |  |
| Using major courses in a minor |  |

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Students may double count one course from their core major requirements in a minor. Courses designated as prerequisites or related requirements for a major may be double counted in a minor and are not considered as the one allotted major course.

## Double Majors

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

## Credit by Examination

1. ACT/PEP, CLEP, and DANTES: Accepted candidates may advance their standing by attaining acceptable scores in the examinations of the College Level Examination Program (CLEP), the American College Testing Program (ACT/PEP) or the DANTES Subject Standardized Testing (DSST) Program. Students can earn as many as 60 hours of credit, or the equivalent of two years of work. Criminal justice majors may take DANTES or CLEP examinations for transfer credit but can receive no more that $10 \%$ of their credits in this manner (maximum of 12 credits/ 120 credits or 6 credits/60 credits). Additional information may be obtained in the Office of the Registrar.
2. Proficiency Evaluations: Proficiency evaluations for certification of credit are available in many courses at Curry. Students who demonstrate satisfactory achievement as determined by individual academic departments, will receive un-graded credit for the course(s). The evaluations measure end-of-course competency in particular Curry course offerings and afford an additional option for shortening the time required to earn a degree. Students should seek directions, fee scale, and the application form for proficiency evaluations from the Office of the Registrar. Some restrictions and conditions for proficiency evaluations apply.

General guidelines (consult appropriate office for special circumstances):

- Course proficiency evaluation methods and evaluation criteria must be approved by the appropriate academic department, and all individual requests for proficiency evaluation must be approved by the department chairperson.
- Students should complete evaluations by the last day of classes.
- If a student fails a course, credit for that course will not be awarded to that student through a proficiency evaluation.
- Students may take a particular proficiency evaluation only one time.


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- Individual Departments may have additional criteria.


## Equivalent Credit and Life Experience Credit

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

Any student who is a degree candidate or who has earned at least 15 credits at the College may apply for credit to the Committee on Equivalent Education. A student may achieve 1-9 credits in this manner. Students may apply for this credit more than once, for different experiences at different times, for example, but cannot exceed the maximum of 9 credits. Any credit award greater than 3 credits must be approved by the Curry College faculty. A student may submit an Equivalent Education proposal for credit in one of two ways. Both methods require the prior submission and Committee approval of an application form. Application approval is not a guarantee of credit.

1. Work to be undertaken: A student may submit a proposal for work to be undertaken. The implementation of the proposal usually involves supervision by at least one faculty member.
2. Life Experience Credit: A student may apply for credit to be awarded for projects, unconventional courses, and for other educational experiences which have already taken place, as well as for non-transferable courses. Students interested in this program should obtain Guidelines for Proposals for Equivalent Education Credit. This gives procedures and indicates the criteria by which the Committee evaluates proposals. A student should examine the proposal in relation to the Guidelines, the College's curriculum, and its general philosophy of education. If the proposal appears appropriate for the awarding of credit by the College, it should be submitted to the Committee on Equivalent Education.

The applicant must demonstrate to the Committee the liberal arts educational value of the experience(s). Upon such satisfactory demonstration, the Committee will recommend to the faculty the allocation of credit. The Committee focuses its evaluation on a formal, written expository document in which the student articulates and evaluates the learning which has taken place. The quality of this document in large part determines the credit worthiness of the proposal, as contrasted with the quality of the life experience itself.

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

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

Prior Learning Assessment (PLA) for Criminal Justice Majors

Any Criminal Justice major wishing to apply for Prior Learning Assessment (PLA) credits toward the major must apply for these credits through the Sociology and Criminal Justice Department.

## Prior learning: Police Academy

Students may apply to the Department of Sociology and Criminal Justice to have police academy assessed as prior learning for academic credit.

1. If the student has completed a full-time MPTC Police Academy in Massachusetts after a designated date, 6 -credits of PLA will be awarded upon receipt of the certification of the successful completion of this academy. Since the MPTC implemented standardized training, and shared the outcomes of this training, the student only needs to provide the certificate as evidence of the successful completion of this training, if they completed the academy at any time following this date. Credits will be awarded as CJ 1999 (general elective; cannot meet a major requirement).
2. If a student completed a non-MPTC police academy, an out-of-state police academy or an MPTC police academy prior to the implementation of the standardized curriculum, to be considered for such credit, the student must independently develop a portfolio and submit the portfolio for faculty evaluation by the Sociology and Criminal Justice Department. The student must provide documentation of the activity and the time spent on the activity. This could be demonstrated with training certificates, or other military transcripts and documents. In addition, and more importantly, students will need to demonstrate the ways in which the activity/training led to theoretical and practical knowledge. Students must provide a written statement about their expectations of the training and reflect on the theoretical and practical knowledge gained from the training. If and when possible, students should identify specific learning objectives or outcomes of the training and how these were achieved, and how they apply to relevant content in the discipline of criminal justice. If the faculty in the department approves the prior learning credit, this credit will be awarded as CJ 1999 (general elective; cannot meet a major requirement).

## Related prior learning: Non-Police Academy

There are rare instances when other types of prior learning may be equivalent to academic coursework in Criminal Justice. If a student has prior learning not related to the Police Academy, such as ROTC or military training, students must provide not only the abovementioned items in a portfolio, but any output or work products from the training that indicate their achievement of the objectives. The student must provide a detailed written statement addressing the learning outcomes of the course, how they were achieved and a reflective statement about course outcomes. A student should only apply for course equivalent prior learning if they are able to identify and articulate the achievement of learning outcomes and demonstrate that these are equivalent to those a student would

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achieve in a specific college course, even if such a course/course title does not currently exist at Curry. If the faculty in the department approves the prior learning credit, this credit may appear as Criminal Justice elective credit or general elective credit depending on the outcomes achieved and may not be applied as equivalent to core CJ coursework.

## Prior learning not related to the Criminal Justice major

Prior to the adjustment in guidance, CJ students were precluded from applying for any "Life Experience Credits" through Curry's Equivalent Education Committee. Students are now allowed to apply for such credit when not applicable to the Criminal Justice major specifically and only when credit is applicable to General Electives or applied outside of the major (as indicated by a non-CJ designation). A student who has prior learning in a field outside of criminal justice who wishes to explore their ability to count that prior learning must use the Equivalent Education Committee process.

## Major point and important policies

- Prior learning credit will continue to be assessed using CLEP and DANTES exams.
- All prior learning will be transcribed as credit earned outside of Curry and will not count toward residency requirements of the college or the major.
- Criminal Justice majors may apply for multiple types of prior learning, police academy, military, exam or other learning. However, regardless of the combination of activities, skills, and learning, the maximum number of Prior Learning credits awarded toward a Criminal Justice major shall not exceed nine credits. No student may be awarded more than nine credits total toward the CJ major.
- A student may apply for prior learning credit as long as they are an active student and until such time as this policy is changed by the state or College.
- A student should expect the assessment review process by the department to take a minimum of six weeks. The assessment process will only occur during the traditional academic year. No prior learning assessment will occur during summer and winter terms.
- If multiple students require review, priority ranking will be invoked and students who have the most earned credits will be reviewed first.
- Criminal Justice majors must apply through the Sociology and Criminal Justice department for prior learning credit, if the credit is related to Criminal Justice. The Criminal Justice Department will refer students to the Equivalent Education Committee if the learning/activity is determined to be outside the major.


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- The first step in applying for PLA credit is to discuss the possibility with the student's advisor. If the student and advisor (or CJ faculty assisting student) determine an application for PLA is warranted, the student should fill out the CJ PLA intent form.
- The PLA intent form with all necessary documentation must be submitted to the Chair two weeks prior to any regularly scheduled department meeting. If the Chair determines there is ample evidence that the PLA may result in credit, the PLA request will be placed on the agenda of the scheduled Department meeting. If the PLA request does not contain substantial evidence, the request will be returned to the student. If it is determined that the student can/could revise and resubmit the application, the student will need to do so for discussion at a subsequent department meeting and must adhere to the two-week deadline prior to the next regularly scheduled department meeting.


## Graduating with Honors

The degrees of Bachelor of Arts and Bachelor of Science with Honors are awarded as follows. To be eligible for Honors, a student must have earned at least 60 credits at Curry College; 30 of these must be graded credits. Transfer credits do not count as Curry credits unless they were earned as part of a designated study abroad partnership with Curry College. Outside exams (DANTES, CLEP, etc.) do not count as Curry credit, but proficiency exams and equivalent education credits do. Graduation honors will not be awarded or announced until all degree requirements are complete. Honors will be noted on the diploma and transcript following degree completion.

| HONORS | CUMULATIVE GPA AT DEGREE COMPLETION |  |
| :--- | :--- | :--- |
| cum laude | $3.25-3.49$ |  |
| magna cum laude | $3.50-3.89$ |  |
| summa cum laude | $3.90-4.00$ |  |

## Alexander Graham Bell Honor Society

The object of this society, named for the famous inventor who was an early chancellor of the College, is the promotion and recognition of academic excellence at Curry. Membership is awarded to those graduating students who attained Dean's List during each of their semesters enrolled at Curry College and who have completed at least 30 graded credits at Curry.

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## Participation in Commencement

Curry College awards degrees three times during the academic year in August, December, and May. The Commencement ceremony is held in May only.

All students, undergraduate and graduate, who complete their degrees during a current academic year and who are otherwise in good standing with the College are eligible to participate in the May Commencement ceremony.

Undergraduate students who have not completed all of their degree requirements may participate in the May Commencement ceremony if they meet all of the following guidelines at the time of the ceremony:

1. A minimum cumulative grade point average of 2.00
2. Good financial and conduct standing with the College
3. Are within four (4) credits of degree completion. Degree completion in this case means that the student must be within 4 credits of meeting all requirements for the degree, not just the total of 120 credits.

Graduate students must have completed all degree requirements to be eligible to participate in the Commencement ceremony.

A student may only participate in one Commencement ceremony, unless graduating with a higher level degree.

## Registration and Course Selection Procedures

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

## Course Selection

Students admitted to Curry College will receive from their advisors, the Office of Advising and Academic Success, and/or the Office of the Registrar information regarding times and procedures for course selection and will make these selections with their advisors during the time officially designated.

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

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Any credits over 18 which remain on the student's course schedule after the last day designated for course changes without fee will be billed to the student's account, unless the additional credits are no more than 1.5 and are the result of a learning skills (PAL) course, or the student is enrolled in a 5th year graduate program. The additional tuition charge for each course credit in excess of 18 in any one semester is $\$ 1,456 /$ credit.

## Registration/Check-In

Each student must finalize their commitment to their selected courses during the time designated for final registration/check-in. Requests for permission to check in late may be made by contacting the Office of the Registrar.

## Schedule Changes (Add/Drop)

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

## Course Withdrawals

Students may withdraw from individual courses up to the designated withdrawal deadline, which is typically the 12th week of the full semester, or the 6 th week of an 8 -week term. The following conditions pertain:

1. The student must obtain approval from the advisor and instructor.
2. A course withdrawal fee of $\$ 10$ will be assessed to the student's account.
3. A grade of " $W$ " will be recorded for each course.
4. Financial obligations (course tuition, lab fee, etc.) will not be waived for any course dropped after the designated Add/Drop period (see Add/Drop above).
5. Not attending a course does not constitute an official course withdrawal. Unauthorized withdrawal may result in a failing grade for the student.

## Summer or Concurrent Registration at another Institution

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

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

## Placement Testing

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

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

## Academic Standing

## A. Dean's List

Dean's List is calculated at the close of the fall and spring semesters. It is not calculated during summer or winter intersession terms.

To qualify for Dean's List:

1. Full-Time Students must:
a) be matriculated and carrying 12 or more graded credits for the semester - When the
semester coursework includes credits required in a major that are offered only on a Pass/ Fail basis and thus results in fewer than 12 graded credits, a student will continue to qualify for the Dean's List when all other criteria are met.
b) earn at least a 3.30 grade point average for the semester;
c) have no Incompletes and earn no grade lower than a "C" for the semester.
2. Part-Time Students must:
a) be matriculated, carrying 6-11.5 graded credits for the semester;
b) must have earned a cumulative total of 15 graded credits at the College in consecutive semesters as a part-time student;
c) earn at least a 3.30 grade point average for the semester; d) have no Incompletes and earn no grade lower than a " $C$ " for the semester.

If Incompletes are made up prior to the date on which final grades for the succeeding semester are due, students who then qualify for the Dean's List will have the notation entered into their permanent record.

## B. Satisfactory Progress to Degree Completion

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

## C. Undergraduate Academic Standing Policy

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

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Students who may find themselves in academic difficulty are urged to consult with the Academic Success Coordinator and their academic advisor, and to take advantage of the academic supports that are available.

## Good Academic Standing

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

## Academic Standing Measured by Grade Point Average

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

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

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

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

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

## Academic Standing Measured by Cumulative Credits

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

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

## Academic Warning

A student is placed on Academic Warning if:

- the semester GPA is below 2.00
or
- less than $75 \%$ but more than $67 \%$ of attempted credits have been completed.

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

## Academic Probation

A student is placed on Academic Probation if:

- the cumulative grade point average is below the standard for good academic standing
or
- less than $67 \%$ of attempted credits have been completed.

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

## Participation in Varsity Athletics

A student placed on Academic Probation is not permitted to participate in varsity athletics during the probation semester. Of note, students in 5th year graduate programs who are enrolled in undergraduate and graduate level coursework during the same semester will be evaluated for academic standing status, including academic probation, based on both undergraduate and graduate level criteria as appropriate below.

## D. Graduate Academic Standing Policy

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

## Good Academic Standing

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

## Minimum Grade in Each Course

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

## Minimum Grade Point Average

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

## Cumulative Credits

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

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

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

## Academic Review

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

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academic review. Failure to comply may result in dismissal from the College.

## Academic Eligibility for Financial Aid

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

## Summer and Intersession Courses

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

## E. Academic Dismissal

A student is subject to dismissal from the College if his or her academic record does not meet the standards for good academic standing during the semester of probation. A dismissed student is expected to be ineligible for re-admission for at least one year.

## Appeals

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

## F. Academic Reinstatement

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

## G. Academic Petitions

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

## H. Alleged Academic Dishonesty Appeals

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

## I. Grade Appeals

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

## Conditions of the Appeals Process

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


## Steps in the Grade Appeals Process:

1. The appeals process must begin by the student and course instructor meeting to discuss the subject of the appeal within thirty (30) days of the start of the subsequent semester, with the assumption that the documentation of the argument lies with the student. If the

## Curry College

instructor is no longer employed by the College, the student, with the assistance of the Academic Success Coordinator, may initiate the process with Step 3, below.
2. The instructor must respond in writing to the student with in two (2) weeks of this meeting, either with a decision that may include conditions agreed upon in the meeting for resolution of the problem, or by submitting a Grade Change Form to the Office of the Registrar.
3. If the issue continues to require resolution, the student, with the assistance of the Academic Success Coordinator or Advisor for CE students, may submit the Grade Appeal Form (available from the Academic Success Coordinator, or Advisor for CE students) with all necessary documentation to the chair(s) of the Academic Division(s)/Department(s) offering the course with in two (2) weeks with a request that the issue be placed on the agenda at the next scheduled Division/Department Meeting.
4. The Chair(s) must report the decision of the Division(s)/ Department(s) in writing to the student within one week of the meeting with copies to faculty involved.
5. If the matter remains unresolved, the student may forward the Grade Appeal Form with all associated documentation to the Undergraduate Academic Policy Committee (UAPC) within two (2) weeks following receipt of the decision of the Division/ Department, with a request that the issue be placed on the agenda of the next scheduled meeting of the Committee. Any member of the UAPC who participated previously in the appeal shall be disqualified at this step in the process.
6. The Chair of the UAPC will send to all participants a written notification of the committee's decision. The decision by the UAPC is the final step in the appeals process.

## Attendance

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

Curry College is committed to fostering an inclusive community of diverse learners and educators in a rich blend of liberal arts and career-directed programs, enhanced by practical field experiences and co-curricular activities that extend beyond the classroom. Therefore, it is the College's policy to recognize and appreciate students' involvement in official activities beyond the classroom, and that faculty should work with students to accommodate such commitments, without penalty and without sacrificing academic rigor. This policy provides guidelines to address student absences for officially sanctioned events, including but not

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limited to athletic events, competitions, academic-related conferences, leadership opportunities, and performances. This policy is only applicable where students are representing the college in an official capacity and does not include activities incidental, such as team practices, rehearsals, planning meetings, or class trips, etc.

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

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

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

## Academic Integrity

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

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

## I. Academic Integrity

## Curry College

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

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

1. Academic dishonesty includes:
a) Cheating - is using or attempting to use any materials, information, notes, study aids or other forms of assistance- human, digital or otherwise-during in-class or take-home quizzes, examinations or assignments of any kind without the prior consent of the course's instructor.
b) Plagiarism - is intentionally or carelessly presenting the work, ideas, representations and/or words of another person as one's own, without proper attribution and citations in accordance with academic and discipline-specific standards. This would also include purchasing or using another person's work.
c) Fabrication - is the use of invented, counterfeited, altered or forged information in assignments of any type, without the prior consent of the instructor.
d) Multiple Submission - is the submission of the same or substantially the same work for credit in two or more courses, without the prior written approval by the instructor of the current course. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.
e) Complicity - is assisting or attempting to assist another person in any act of academic dishonesty.
f) Misconduct in Research and Creative Endeavors - is any deviation from the accepted professional and ethical practices within a discipline, or from the policies of the College, in carrying out, reporting, publishing or exhibiting the results of research. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation.

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

## II. Process for handling alleged violation of this policy

1. Conference with the Student :

A conference between the student and the instructor is the first step in addressing alleged violations of the policy on Academic Integrity. The instructor has the right to decide whether additional steps in this process should be pursued.
a) If an instructor has reason to believe that a student has committed a violation of the Academic Integrity Policy, the instructor will contact the student within 10 business days to notify the student of the suspected violation and to arrange a time to discuss the matter with the student. The meeting shall take place as soon as possible after the discovery of the alleged violation.
b) The instructor will inform the student of the details of the alleged violation. The instructor will present evidence of the alleged violation of the Academic Integrity Policy. The student will be provided the opportunity to respond to the allegation and may explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstance, or acknowledging a violation.
c) If the student declines to discuss the matter or attend a meeting with the instructor, or is unavailable for more than ten (10) business days, the instructor will make a determination as to whether a violation of this Policy has occurred and what the appropriate sanction will be.
2. Reporting of Violation:
a) Once an instructor determines that an undergraduate student has violated the Academic Integrity Policy, the instructor will report the violation through the Academic Alert System, which sends a sends notification to the student, and the Academic Success Coordinator in the Academic Dean's office. In the case of a graduate student, the instructor will report the violation to the Graduate Program Director, who may send a notification to the Assistant VP for CE/Graduate Studies.
b) The Academic Dean's office will maintain these files in the event of any future violations of the Academic Integrity Policy, so that further actions can be taken.
3. The instructor may impose one or more of the following:

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

## III. Appeal of an Alleged Violation

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

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

## Classroom Recording Policies

## Preamble

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

## Student-Created Classroom Recordings

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

Students who are granted permission must agree to the following conditions:
i. No classroom recordings will occur until the Classroom Recording Agreement form is signed by both the faculty member and the student involved;

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

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

## Faculty-Generated Recordings

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

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

## Withdrawal from the College

A degree candidate wishing to withdraw from the College must do so by completing the online Withdrawal Request, available by logging into the myCurry portal. Students are responsible for notifying the College of their intent to withdraw and must do so by initiating this process. The student must clear his/her financial status with the Student Financial Services Office. In addition, all keys, library materials, and other College property must be

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returned to the proper authorities before official withdrawal can be certified. Until such time as all obligations are met, the College will reserve the right to indicate unofficial withdrawal and the conditions under which the student left the College.

## Leave-of-Absence

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

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

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

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

## Readmission to the College

Students who would like to return to the College after an official withdrawal or dismissal from the College must apply for readmission through the Office of the Registrar. To return to the College, the student must submit their application and supporting documentation 40 days prior to the start of the semester in which they intend to return. This is important for both academic and residence hall planning. Students who seek to apply for readmission should have been withdrawn from the College for at least a full semester prior to seeking readmission unless extenuating circumstances exist. Students who seek to apply for readmission after an academic dismissal should have been away from the College for at least a full academic year. Students who seek to apply for readmission after an academic or conduct related dismissal should review the terms of their dismissal prior to seeking readmission to the College.

Students who are applying for readmission to the College must provide the following:

- Official transcripts from any other college they had attended since withdrawing from Curry College;


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- Information about the circumstances that led to their withdrawal from the Curry College including documentation, when appropriate;
- A summary of activities undertaken since withdrawing Curry College;
- Information regarding why they believe they are ready to return to Curry College;
- Information regarding the types of programs and support they believe are necessary for them to be successful upon their readmission to the College;
- Any extenuating circumstances that the College should be aware of in making its readmission decision including supporting documentation that demonstrates resolution of the extenuating circumstances.

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

## Obtaining a Second Undergraduate Major

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

Students may be eligible for honors at graduation in the second program only if they complete an additional 60 credits for the new program and meet the other honors criteria.

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

This policy applies only to those students who return to Curry to complete a second major or concentration, not to students earning two degrees or a double major simultaneously. This policy does not pertain to transfer students who earned their first degrees at other

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institutions. It also does not apply to any Curry alumnus/ alumna who returns to the Division of Continuing and Graduate Studies to pursue an undergraduate certificate program. It does apply to any Curry student who started as a double major but graduated with one major completed and wishes to return to complete the second one.

## Continuing Registration

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

## Independent Coursework

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

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

All requests for independent coursework are subject to the approval of the Provost.

| (SUBJECT AREA) 4000 | INDEPENDENT RESEARCH | 3 CREDITS |
| :--- | :--- | :--- |

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

| (COM/DANC/GD/MUS/SA) 4050 | INDEPENDENT STUDIO | 1 -8 CREDITS |
| :--- | :--- | :--- |

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

| (SUBJECT AREA) 4100 | INDEPENDENT READING | 1-3 CREDITS |
| :--- | :--- | :--- |

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

## Tutorials

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

## Continuing Education \& Graduate Studies Information

## The Division of Continuing and Graduate Studies

## Mission Statement

The Division of Continuing and Graduate Studies at Curry College recognizes the dedication of adults committed to advancement through graduate education. Curry offers graduate degree programs, certificate of advanced graduate studies (CAGS), and graduate certificates

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designed to provide the knowledge, skills, and competencies needed to advance. Our graduate programs are designed to develop critical reasoning, intellectual rigor, and reflective practice. Each program delivers the curricular challenges that inform and cultivate personal and professional development. Knowing that academic success is achieved through high levels of faculty and peer engagement, Curry ensures that graduate students work closely with expert faculty in small, individualized learning environments that nurture the development of creative, highly competent leaders. Through small classes and cohortbased delivery models, students come to know their faculty and fellow students well and benefit from these professional networks. Curry recognizes the unique challenges adults face in undertaking graduate work and responds with a full range of academic and advising services.

## Overview

The Division of Continuing and Graduate Studies (CE/Grad) at Curry College appreciates the unique needs of adult students and provides certificates, degree programs, and individual courses for personal and professional advancement. In general, the Division adheres to the overall College academic policies and procedures, as defined in earlier sections of this Catalog. Following are Continuing and Graduate Studies-specific policies and procedures. CE/Grad's flexible schedule allows adults to enroll in credit and non-credit courses, parttime evenings or weekends in hybrid and fully online formats.

A Continuing Education (CE) student is an individual who has officially registered through the Division of Continuing and Graduate Studies and whose primary course load at Curry is composed of evening and weekend courses offered in a face-to-face, hybrid, or online format. Any Continuing Education student who chooses to take a course before 4:00 p.m. during the fall or spring semester will pay tuition and fees commensurate with the standard full-time (i.e., day) student rate. Continuing Education students do not pay a student activity fee and, thus, are not eligible to use the gym facilities or participate in varsity sports and other student activities covered by the fee.

Courses are offered at the following locations:

## Curry College

| MILTON CAMPUS |  |
| :--- | :--- |
| 1071 BLUE HILL AVENUE |  |
| MILTON, MA 02186-2395 |  |
| PLYMOUTH CAMPUS |  |
| 36 CORDAGE PARK CIRCLE, SUITE \#200 |  |
| PLYMOUTH, MA 02360 <br> 1 MASSASOIT BLVD. <br> BROCKTON, MA 02302 |  |

The College is committed to providing an educational experience that emphasizes academic quality and the development of individual talents and abilities.

## Summer and Winter Sessions

In addition to fall and spring semesters, two summer sessions and a short January Winter Intersession are scheduled each year. Summer and Winter Intersession courses vary in length to provide flexibility and convenience. Some courses are taught in an intensive format, meeting daily and/or on weekends for a one-, two-, or three-week period. Summer course schedule guides are available through the Division of Continuing and Graduate Studies and on the student portal generally in March of each academic year. Winter Intersession course schedules are generally available by November.

## Registration and Admission Information

Curry's open enrollment policy allows you to take most undergraduate continuing education courses simply by registering for the course. Applications for admission, entrance examinations, and College Board Examination scores are not required. Credits earned for individual courses taken at Curry College may be applied to a certificate or degree program. The exceptions to open enrollment are our Nursing and cohort programs, which require an application and admission prior to enrollment. All Graduate programs are cohort-based and not available for open enrollment.

## Continuing Education Undergraduate Admission

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Students enrolled at Curry College who decide to pursue a degree program must apply for admission to be formally admitted (matriculated) into a degree program. Important notein order to apply for financial aid, you must first be formally admitted to a degree program.

Applications to all programs are completed online. Admissions processing takes about two weeks once your file is complete, and financial aid applications take about two weeks to review after the admissions process is complete. Plan to complete the application and related documents well before the start of the semester. You can enroll in most Continuing Education courses while you are in the process of compiling your application materials for admission; however, you will not be eligible to receive financial aid until you are formally are admitted into a degree program.

## THE FOLLOWING DOCUMENTS ARE REQUIRED:

1. Completed Continuing Education Undergraduate Application for Admission form
2. Official high school transcript or GED Certificate. (Note: If you have completed more than 30 college credit hours, you may submit a copy of your high school diploma in lieu of the high school transcript)
3. Transfer applicants must also forward sealed official transcripts of all previous college coursework
4. If your native language is NOT English, you must demonstrate English proficiency in ONE of the following ways:

- Submit official documentation that you have graduated from a secondary school in which English was the official language of instruction
- Submit your official transcript(s) from the college(s) you attended in which English was the official language of instruction that substantiates your successful degree completion or the successful completion of significant college level coursework
- Submit your scores from the TOEFL exam or another nationally recognized English Language Proficiency exam
- Submit documentation that you have successfully completed at least the intermediate level of a certified English as a Second Language (ESL) Program

Special admissions requirements and procedures apply to the RNBS and ACCEL nursing programs. See the website for additional details.

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Students not interested in pursuing a degree or certificate are not required to submit any application documents. Credit earned as a non-degree student may be applied towards a degree or certificate program should the student decide to pursue a degree or certificate program at a later date.

## International Students

International students are required to be admitted to an undergraduate or graduate degree program as full-time students. Because international student admission, transfer credit, and visa paperwork is complex and takes time to process, the deadline is June 1 for attending in the Fall semester, October 1 for attending in the Spring semester, and February 1 for attending in the Summer semester. Please meet with an academic advisor to discuss procedures.

## Registration

| - ALL TUITION AND FEES ARE DUE AT THE TIME OF REGISTRATION |  |
| :--- | :--- |
| - ALL REGISTRATION IS ON A SPACE-AVAILABLE BASIS |  |
| Online: <br> Log on to the Curry web portal at https://my.curry.edu and click on the Course <br> Registration icon to submit registration requests. |  |

## Add/Drop

You must complete an add/drop form on the myCurry portal to add or drop a course. Students may add a course through the first week of classes by completing an additional registration submission or an add/drop form if you are swapping classes on your schedule. Students wishing to drop a course from their schedule must complete the add/drop form prior to the start of the term. A student is financially responsible for any courses not officially dropped before the first day of classes (for details, see refund policy).

Prior to the first day of the semester or term, a student who officially drops the class, will have 100\% of all Tuition Assistance (TA) funds returned to the Military Department that issued the benefits. The returnable percentage of tuition assistance benefits declines as of the first day of the semester or term as described below:

First Week 75\%

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Second Week 50\%

Third-Fifth Week 10\%

Thereafter 0\%

## Academic and Career Advising

Our Advisors are available to help you make educational decisions as you are considering applying to Curry College and throughout your academic career. Our academic advisors are available by appointment to talk with you about career paths, certificate, undergraduate or graduate degree programs, transfer credit and degree requirements, course selection. To make an appointment, call the Milton campus at (617)333-2364 or Plymouth at (508) 7472424. You can also reach our advisors by email at: ccce@ curry.edu.

## Writing Center

Located on the first floor of the Learning Commons, the Writing Center is dedicated to assisting Curry students at any level become more flexible, effective, and confident writers. At the Writing Center, all students enrolled at Curry can receive free individualized attention to their writing from professional Writing Center Specialists or trained Peer Writing Tutors. From brainstorming, creating an outline or graphic organizer, or writing that first paragraph to revising an essay or poem, citing sources, or learning to proofread, we work with students at any stage of the writing process.

## Tutoring

Academic Tutoring is housed within the Office of Advising \& Academic Success. The College provides two options for students to access tutoring services in their courses. Students can access trained peer tutors for many of their courses through the TutorMatching System located on the myCurry portal under the Academic Success and then Academic Tutoring tab. Our peer tutors have been recommended by our faculty to serve in this role. Students should come to tutoring sessions with questions to be addressed by the peer tutor. For subject areas where a peer tutor is not available or where students prefer professional tutoring support, students can connect remotely with a live professional tutor through TutorMe in the Canvas Learning Management System.

## Bookstore

New and used textbooks for all Curry campuses can be purchased online via the Campus

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Bookstore at www.curry.bkstr.com. If you do not see a listing for your course online, or for students using book vouchers, please contact the Curry Bookstore by email at bookstor@curry.edu. In addition, textbooks for all Curry campuses can be purchased in person at the bookstore located on the second floor of the new Student Center at the Milton Campus. The Bookstore also carries a full line of Curry College clothing and gift items, school supplies, health and beauty products, snacks and beverages. Please call (617) 333-2322 for current store hours or visit the web at www.curry.bkstr.com.

## I.D. Cards

Students may obtain a Photo ID Card from the Public Safety office on the Milton campus. ID cards are optional, but are required to use the Library. Please contact the Continuing and Graduate Studies office in Milton or Plymouth for more details.

## Parking

Milton: Parking permits are issued at the Public Safety Office; begin the process through the student web portal. The permit fee is $\$ 50$ per year. Please bring a valid driver's license and your automobile registration when you apply. Parking permits are also required during the summer. Students should take care to park in designated student parking areas or they will be ticketed or towed. All continuing education and graduate students must register vehicles with the Department of Public Safety. Plymouth: There is ample parking available, and no parking fee or permit is required for the Plymouth Campus.

## Curry Student Web Portal \& Student E-mail Accounts

All Continuing Education and Graduate students are assigned an online account to access the "myCurry" web portal. The web portal houses important academic and student information as well as other useful services, including Curry student Email (a Gmail account), Canvas, course schedules, course assessments, grade reports, academic transcripts, library resources, and financial aid and personal information. New students are provided with their web portal personal log-in information in the welcome packet mailed to their permanent address. If lost or forgotten, password information is available in person at the Tech Center, by Curry College email, or in person at the CE/Grad Studies office. Please note, for your protection, passwords are not provided over the telephone nor emailed to any nonCurry Email address.

Curry uses CWIS (Curry's Web Information System) to allow students to complete course evaluations, view grade reports, academic transcripts, course schedules, some financial aid information and personal information. Your Web ID and PIN are provided on the course

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confirmation prior to the start of each term. Please note, for your protection, passwords are not provided over the telephone nor emailed to any non-Curry email address.

## Campus Safety

The Curry College Department of Public Safety's mission is to provide a safe and secure environment for the entire community. This encompasses all students, employees and everyone that visits the campus. Public Safety is everyone's responsibility; we ask the entire Curry College Community to get involved. The department provides services 24 hours a day, seven days a week. Information regarding campus security and personal safety including topics such as crime prevention, College law enforcement authority, crime reporting policies, crime statistics for the most recent three year period, and disciplinary procedures is available upon request from the Curry College Public Safety Office, 1071 Blue Hill Avenue, Milton, MA 02186 or by calling (617) 333-2232.

## Organization of Departments and Academic Divisions

## SCHOOL OF BUSINESS AND COMPUTER SCIENCE

Catherine McCabe, Dean, School of Business and Computer Science
Ishani Tewari, Chairperson
Anthony Fabrizio \& Debra Petrizzo, Directors, Graduate Programs

## DEPARTMENT OF COMMUNICATION

Jayson Baker \& John Barrett, Chairpersons

## DEPARTMENT OF EDUCATION

Michelle LeBlanc, Chairperson
Undergraduate Teacher Preparation

Dorothy Alexander, Director, DEEC \& EI Credentialing Tracks; Community Education Major

## Curry College

Joanne Seltzer, Director, Undergraduate DESE Credentialing Tracks

## Graduate Education

Giordana Basta, Director, Graduate Programs in Education
Health and Wellness

Melissa Weinstein, Coordinator

## GENERAL EDUCATION PROGRAM

Julia Sloan, Director

First-Year Studies

Jennifer Hart, Coordinator

## General Education Capstone

Alan Revering, Coordinator

## DEPARTMENT OF NATURAL SCIENCES AND MATHEMATICS

Jessica Fry and Elizabeth Wade, Chairpersons
Mathematics

Jennifer McNally, Coordinator

## SCHOOL OF NURSING

Michelle McMahon, Dean, School of Nursing
Nicholas Green, Associate Dean, School of Nursing
Julianne Walsh, Chairperson

## Curry College

Julie Grady, Director, Master of Science in Nursing
Karen Doherty, Coordinator, Traditional Nursing Program
Susan Natale, Coordinator, ACCEL Nursing Program
Jennifer Deneault, Coordinator, RN-BS Nursing Program

## PROGRAM FOR ADVANCEMENT OF LEARNING (PAL)

Nicole Parsons \& Janis Peters, Co-Directors

## DEPARTMENT OF PSYCHOLOGY

Eric Weiser, Chairperson

## DEPARTMENT OF SOCIOLOGY \& CRIMINAL JUSTICE

Sandra O'Neil, Chairperson
Adam Stearn, Director, Master of Arts in Criminal Justice

## DEPARTMENT OF VISUAL \& PERFORMING ARTS

Alison Poor-Donahue, Chairperson

## WRITING PROGRAM

Lindsay Illich, Coordinator
Kara Provost, Writing Center Coordinator

## Programs (Majors and Minors)

## MAJORS AND MINORS

The minimum requirement for a standard major in courses above the introductory level in the subject area is 18 credits; these courses must include a Senior Seminar or capstone

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course in the subject area. In addition, the major may require a number of prerequisite courses as well as courses outside the major field, not to exceed 30 credits. A minor consists of a minimum of 12 credits above the introductory level with the exception of Biology, Dance, and Mathematics. A minor is not required for graduation. Students may count one course (3 credits) from the core major requirements toward a minor.

| BACHELOR OF ARTS MAJORS |  |  |
| :---: | :---: | :---: |
| Biology | Early Childhood <br> Education: | Public Relations |
| Communication | DESE Licensure Track | Sociology |
| Community Education | DEEC Licensure Track | Special Education: |
| Criminal Justice | Early Intervention <br> Track | Registered Behavior Technician Track |
|  | Elementary Education: | Studio Arts |
|  | Education Support Professional Track | Transformative Justice |
|  | Psychology |  |
| BACHELOR OF SCIENCE MAJORS |  |  |
| Accounting | Computer Science | Marketing |
| Biochemistry | Environmental <br> Science | Nursing |
| Biology | Forensic Science | Public Health and Wellness |

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| BACHELOR OF ARTS MAJORS |  |  |
| :---: | :---: | :---: |
| Brain and Cognitive Sciences | Graphic Design | Sport and Recreation Management |
| Business Administration |  |  |
| Some majors may be supplemented by concentrations in: |  |  |
| Communication Studies | Human Resources | Substance Abuse Counseling |
| Critical Inequality Studies | Law Enforcement | Survivor/Witness/Victim <br> Advocacy |
| Early Intervention | Multimedia Journalism | Television/Digital Video |
| Entrepreneurship/Small Business | Radio/Audio <br> Production | Theatre |
| Film | Residential Property <br> Management | Video Game Studies |
| Gerontology | Sports <br> Communication | Youth Advocacy |
|  | Sports/Youth <br> Recreation <br> Programming |  |
| MINORS |  |  |
| Accounting | Early Intervention | Psychology |

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| BACHELOR OF ARTS MAJORS |  |  |
| :---: | :---: | :---: |
| Art History | Education | Public Relations |
| Art Therapy: | Environmental <br> Studies | Science Education (Grades 5-8) |
| Psychology Emphasis | Finance | Social Work |
| Studio Arts Emphasis | Forensic Science | Sociology |
| Biology | Forensics <br> Investigations | Spanish |
| Black Studies | Gerontology | Special Education |
| Business Administration | Graphic Design | Sport and Recreation Management |
| Business Analytics and Information Systems | International Studies | Sports/Youth $\quad$ Recreation Programming |
| Chemistry | Law and Society | STEM Education (Grades 1-6) |
| Coaching | Marketing | Studio Arts |
| Communication | Mathematics | Substance Use Counseling |
| Creative Writing | Mathematics <br> Education | Theatre |
| Criminal Justice | Music | Video Game Studies |
| Critical Inequality Studies | Physics | White-Collar Crime |
| Cybercrime | Photography | Youth Advocacy |

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| BACHELOR OF ARTS MAJORS |  |  |
| :---: | :---: | :---: |
| Dance |  |  |
| Data Analytics |  |  |
| CERTIFICATE <br> AVAILABLE IN: |  |  |
| Restorative Justice Practices |  |  |
| DESE LICENSURE IS AVAILABLE IN: |  |  |
| Early Childhood: <br> Teacher (PreK-2) | Teacher of Students with Moderate Disabilities: Special Needs (PreK-8) | Advanced Standing Credentialing for Early Intervention by the Massachusetts Department of Public Health |
| Elementary: Teacher (1- <br> 6) |  |  |
| GRADUATE PROGRAMS |  |  |
| Master of Arts in Criminal Justice* | Master of Education* | Master of Science in Nursing |
| Master of Business Administration* | Master of Science in Accounting |  |

Programs denoted with an * are offered as 5th Year programs where students can obtain both an undergraduate and master's degree within five years. Graduate program curriculum can be found in the Continuing Education \& Graduate Studies section of this catalog. Questions regarding 5th Year Programs can be directed to Continuing Education \& Graduate Studies or the specific Graduate Program Director noted on page 28.

# Business \& Computer Science Programs 

## Programs

The School of Business and Computer Science offers Bachelor of Science majors in Accounting, Business Administration, Computer Science, Marketing, and Sport and Recreation Management. The School also offers a Bachelor of Arts major in Public Relations. Minors are available in Accounting, Business Administration, Business Analytics and Information Systems, Coaching, Data Analytics, Finance, Marketing, Public Relations, and Sport and Recreation Management. The School also offers concentrations in Entrepreneurship/Small Business, Human Resource Management and Residential Property Management. Eligible undergraduate students can accelerate their pursuit of earning a Master of Business Administration through the 5th Year MBA program beginning in their junior year. The Department also offers a fully online Master of Science in Accounting program.

## Sigma Beta Delta, International Honor Society for Business, Management and Administration

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

## Epsilon Pi Tau, International Honor Society for students studying in the Technology Professions

Epsilon Pi Tau recognizes academic excellence of students in fields devoted to the study of technology and the preparation of practitioners for the technology professions. To be invited to join a course record in the major technology program must show a grade point average of 3.25 or higher and at least 16 semesters or 24 quarter credit hours in the major must have been earned. An induction ceremony is held each spring for students who qualify for membership.

## 5th Year MBA

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

## Minimum Grade Policy for Business Department Majors/Minors

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

## Accounting (Major)

## ACCOUNTING (MAJOR)

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

## Program Learning Outcomes

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

1. Apply data-driven analysis and critical thinking to business and accounting problem solving and decision making.
2. Evaluate accounting issues and apply research to solve them.

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3. Assess ethical issues in the accounting profession.
4. Analyze information systems by evaluating process controls and organizational system risks within a business process.
5. Apply data analytical tools to complex business problems.
6. Demonstrate verbal and written communication skills in accounting.

| THE ACCOUNTING PROGRAM: | CREDITS |
| :--- | :--- |
| Prerequisites: | 3 |
| BUS 1000 Intro to Business | 1 |
| BUS 1010 Excel for Business | 3 |
| BUS 1610 Economics: Macro | 3 |
| BUS 1611 Economics: Micro | 3 |
| MIS 1010 Managing with Information Systems | 3 |
| ACNT 1010 Financial Accounting | 3 |
| ACNT 1011 Managerial Accounting | 3 |
| AC 1030 Communication Technology | 3 |
| ACNT 2020 Individual Income Taxation | 3 |
| Major Core Requirements: | 3 |
| ACNT 2010 Financial Reporting \& Analysis I | 3 |
| ACNT 2011 Financial Reporting \& Analysis II Business Entity Taxation | 3 |
| ACNT 2060 Forensic Accounting and Fraud Examination | 3 |
|  | 3 |
|  |  |
| ACNT | 3 |

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| ACNT 3010 Cost Accounting \& Analytics | 3 |
| :--- | :--- |
| ACNT 3011 Corporate Governance \& Business Concepts | 3 |
| ACNT 3030 Governmental and Not-For-Profit Accounting | 3 |
| ACNT 3040 Advanced Accounting | 3 |
| ACNT 3050 Audit \& Other Assurance Services | 3 |
| ACNT 3980 Senior Seminar: Accounting | 3 |
| BUS 2000 Management Theory and Practice | 3 |
| BUS 2250 Business Law | 3 |
| BUS 2550 Operations Management | 3 |
| BUS 3930 Management of International Business | 3 |
| MRKT 2520 Marketing Management | 3 |
| FIN 2000 Financial Management | $\mathbf{5 1}$ |
| Prerequisite or Corequisites: | 3 |
| MATH 1150 Statistics I (for BUS 2150) | 3 |
|  |  |

## Business Administration (Major)

## BUSINESS ADMINISTRATION (MAJOR)

The Business Administration Department integrates a combination of required and

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

## Program Learning Outcomes:

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

| THE BUSINESS ADMINISTRATION PROGRAM: | CREDITS |
| :--- | :--- |
| Prerequisites: | 3 |
| BUS 1000 Intro to Business | 1 |
| BUS 1010 Excel for Business | 3 |
| ACNT 1010 Financial Accounting (Prerequisite: Math Assessment) | 3 |
| ACNT 1011 Managerial Accounting |  |

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| THE BUSINESS ADMINISTRATION PROGRAM: | CREDITS |
| :---: | :---: |
| BUS 1610 Economics: Macro | 3 |
| BUS 1611 Economics: Micro | 3 |
| MIS 1010 Managing with Information Systems | 3 |
| AC 1030 Communication Technology | 3 |
|  | 22 |
| Major Core Requirements: |  |
| BUS 2000 Management Theory and Practice | 3 |
| BUS 2150 Quantitative Methods and Analytics | 3 |
| BUS 2250 Business Law | 3 |
| BUS 2550 Operations Management | 3 |
| MRKT 2520 Marketing Management | 3 |
| FIN 2000 Financial Management | 3 |
| BUS 3930 Management of International Business | 3 |
| BUS 3950 Business Ethics | 3 |
| BUS 3980 Senior Seminar: Management Policy | 3 |
| ACNT/FIN/MIS/MRKT/SRM | 6 |
| Electives at the 2000/3000-level |  |
|  | 33 |
| Prerequisite or Corequisites: |  |
| MATH 1150 Statistics I (for BUS 2150) | 3 |

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| THE BUSINESS ADMINISTRATION PROGRAM: | CREDITS |
| :--- | :--- |
| Recommended: | 1 1-9 |
| BUS 3450 Business Administration Internship and Seminar | 3 |
| BUS 3900 Special Project in Business Administration |  |
| (may count as 2000/3000-level electives in Business Administration.) |  |
| (Note: 3 credits of BUS 3450, or 3 credits of BUS 3900) |  |

## Business Administration Concentrations, Internships, and Special Projects:

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

Completion of a concentration requires at least five courses from the list of offerings within the concentration.

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

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

Accounting E. Delano Data Analytics S. Cooray
Entrepreneurship/Small Business A. Fabrizio Finance M. Bennett

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Special Projects (for Business Administration) A. Fabrizio Sport and Recreation Management Minor N. West Residential Property Management A. Fabrizio

## Entrepreneurship/Small Business (Concentration)

| BUS 2100 Small Business Concepts |
| :--- |
| MRKT 2110 Sales Management MRKT 2120 Retailing Management BUS 2550 Operations |
| Management FIN 2820 Personal Finance |
| MRKT 3100 Advertising Management |
| One of the following may be substituted: |
| BUS 3450 Internship \& Seminar BUS 3900 Special Project |

## Human Resources (Concentration)

| BUS 2262 Employment and Labor Law |
| :--- |
| BUS 2265 Collective Bargaining and Labor Relations BUS 2500 Human Resource <br> Management |
| BUS 2540 Employee Recruitment \& Retention BUS 3500 Employee Training and <br> Development BUS 3510 Leadership |
| BUS 3530 Total Compensation |
| One of the following may be substituted: |
| BUS 3450 Internship \& Seminar BUS 3900 Special Project |

## Residential Property Management (Concentration)

## Curry College

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

## BUSINESS ADMINISTRATION INTERNSHIPS:

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

## Prerequisites:

1. A 3.00 average in Business Administration;
2. A 2.75 cumulative (overall) average;
3. An approved application (see BUS 3450 description).

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

## BUSINESS ADMINISTRATION PROJECTS:

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

## Prerequisites:

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

## Computer Science (Major)

## COMPUTER SCIENCE (MAJOR)

Computer Scientists design and create the computer systems that organize and simplify our life every day. They begin with the laws of physics and end up with today's (and tomorrow's) amazing devices that make our world smaller and more interesting.

Computer Science majors enter careers such as software engineering, applications engineering, systems engineering, network design and administration, software controlled networking, data science, web development, user experience design, systems architect, game development, mobile development, cloud architecture and development, computer hardware development, computer and network security, DevOps, and test engineering.

## Program Learning Outcomes

- Demonstrate a general understanding of the theories, concepts, and applications of computer science as evidenced by:
- Analyzing a complex problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Designing, implementing, and evaluating a computing-based solution to a complex problem that meets a given set of requirements.
- Applying computer science theory and software development fundamentals to produce computing-based solutions.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Communicate effectively, both orally and in writing in a variety of professional contexts.
- Successfully engage in collaborative teamwork to analyze problems, determine requirements, and implement solutions that implement those requirements.
- Act ethically and with social responsibility in their careers, recognizing professional responsibilities while making informed judgments in computing practice based on legal and ethical principles.


## Curry College

- Engage in a wide range of careers and/or graduate studies in computer science or related fields with a passion for lifelong learning.


## Grade Requirements for Computer Science majors:

A grade lower than a C - in any of the core courses signals inadequate performance in the major. Students who receive a grade lower than a C- will be required to repeat the course.

| COMPUTER SCIENCE REQUIREMENTS | CREDITS |
| :---: | :---: |
| Prerequisites |  |
| CS 1000 Introduction to Computer Science | 3 |
| CS 1100 Computer Architecture \& Organization | 2 |
| CS 2789 Programming and Problem Solving | 4 |
| MATH 1190 College Algebra | 3 |
| Core Courses in the Major |  |
| CS 2210 Computer Networking Theory | 3 |
| CS 2300 Scripting | 2 |
| CS 2780 Web Development I: Client Side Programming | 3 |
| CS 3100 Project Management | 3 |
| CS 3200 Operating System Theory | 4 |
| CS 3500 Object Oriented Programming | 4 |
| CS 3550 Data Structures and Algorithms I | 3 |
| CS 3560 Data Structures and Algorithms II | 3 |
| CS 3570 Software Engineering | 3 |
| CS 3730 Writing Secure Applications | 3 |

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| COMPUTER SCIENCE REQUIREMENTS | CREDITS |
| :--- | :--- |
| CS 3750 User Experience Design | 3 |
| CS 3770 Programming Language Theory and Design | 3 |
| CS 3780 Web Programming II: Server Side Development | 3 |
| CS 3790 Web Programming III: Web Project | 3 |
| CS 4500 Senior Project I | 3 |
| CS 4501 Senior Project II | 3 |
| MATH 2130 Calculus I | 3 |
| MATH 2140 Calculus II | 3 |
| MATH 2160 Discrete Mathematics | 36 |
| Related Requirements | 3 |
| AC 1030 Communication Technology | 7 |
| AC 2020 Database Concepts | 3 |
| Total: | 3 |

## Marketing (Major)

## MARKETING (MAJOR)

The field of Marketing has been and will continue to evolve over the next 10 years. Some marketing occupations will grow, some will become obsolete, and new positions will evolve. This program offers courses in Marketing Analytics, Consumer Behavior, and Digital Marketing to address the new and respects the traditional with courses such as Advertising, Marketing Management, and Sales Management. This program, along with the other degrees offered through the Business Department will emphasize the unique business,

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management, marketing and ethical principles and practices necessary to succeed in their industries. It ultimately will prepare professionals who are critical thinkers, interdisciplinary in their approach, and capable of effectively managing and performing in many different positions supporting various industries and markets. The BS Marketing curriculum will provide both skill-based and theoretical framework in business management with an applied practice to specific marketing areas.

## Program Learning Objectives:

1. Students will be able to Integrate the functional areas of Marketing and the broader community to inform decision making
2. Students will be able to apply critical thinking and analytical techniques to solve real problems related to the Marketing discipline
3. Students will be able to recognize and apply ethical principles to leadership and management decisions
4. Students will be able to apply fundamental quantitative and qualitative support tools for decision making
5. Students will be able to demonstrate effective professional communication skills through writing, research, and presentations as individuals and as productive members of teams
6. Students will be able to define and describe the key marketing elements through the development and presentation of a strategic marketing plan

| THE MARKETING PROGRAM: | CREDITS |
| :--- | :--- |
| Prerequisites | 3 |
| BUS 1000 Intro to Business | 1 |
| BUS 1010 Excel for Business | 3 |
| BUS 1610 Economics: Macro | 3 |
| BUS 1611 Economics: Micro | 3 |
| MIS 1010 Managing with Information Systems |  |

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| THE MARKETING PROGRAM: | CREDITS |
| :---: | :---: |
| ACNT 1010 Financial Accounting | 3 |
| ACNT 1011 Managerial Accounting | 3 |
| AC 1030 Communication Technology | 3 |
|  | 22 |
| Major Core Requirements: |  |
| MRKT 2000 Marketing Analytics | 3 |
| MRKT 2100 Digital Marketing | 3 |
| MRKT 2160 Consumer Behavior | 3 |
| MRKT 2520 Marketing Management | 3 |
| MRKT 3000 Marketing Research | 3 |
| MRKT 3980 Senior Seminar Marketing Policy | 3 |
| BUS 2000 Management Theory and Practice | 3 |
| BUS 2150 Quantitative Methods and Analytics1 | 3 |
| BUS 2250 Business Law | 3 |
| BUS 2550 Operations Management | 3 |
| FIN 2000 Financial Management | 3 |
| BUS 3930 Management of International Business | 3 |
| BUS 3950 Business Ethics Seminar | 3 |
| Electives (Choose 3): |  |

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| THE MARKETING PROGRAM: | CREDITS |
| :--- | :--- |
| SRM 2000 Sport and Recreation Marketing and Revenue Streams | 3 |
| MRKT 2110 Sales Management | 3 |
| MRKT 2120 Retail Management | 3 |
| MRKT 2790 Public Relations | 3 |
| MRKT 3100 Advertising Management | 3 |
| MRKT 3450 Internship- Marketing | 3 |
| MRKT 3560 Global Marketing | 48 |
| Prerequisite or Corequisites: | 3 |
| MATH 1150 1 Statistics I (BUS 2150) |  |

## Public Relations (Major)

## PUBLIC RELATIONS (MAJOR)

The Bachelor of Arts in Public Relations is designed to prepare students to become Public Relations professionals trained in strategic planning, research, writing and presentation skills, social media, industry ethical standards, and Diversity, Equity $\mathcal{E}$ Inclusion understanding and implementation.

## Program Learning Outcomes

Upon completion of the Bachelor of Arts in Public Relations, students will be able to :

1. Describe effective leadership and management principles in the organizational settings that fit their career aspirations

## Curry College

2. Demonstrate understanding and development of a code of ethics, preparing them to apply ethical and legal judgment in their careers
3. Demonstrate proficiency in persuasive and motivational presentations and written communication
4. Demonstrate mastery of social media and other digital platforms to tell stories, build relationships with key publics, and monitor publics' opinions and concerns through use of analytics
5. Apply diversity, equity, and inclusion awareness and understanding in research and campaigns documents.

The Public Relations Program:

|  | CREDITS |
| :--- | :--- |
| BUS 1000 Introduction to Business | 3 |
| GD 1500 Digital Essentials | 3 |
| PR/MRKT 2790 Principles of Public Relations | 3 |
| PR 2800 Publicity Techniques | 3 |
| PR 2850 Managing Public Relations in a Diverse World | 3 |
| PR 3440 Public Relations Case Studies | 3 |
| PR 3900 Public Relations Research \& Campaign Design | 3 |
| PR 3540 Public Relations Internship | 3 |
| Public Relations Major Electives | 9 |

## Major Electives:

BUS 2100 Small Business Concepts
COM 2760 Video Storytelling
COM 2761 Digital Video Editing
COM 2900 Multimedia Journalism

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GD 2500 Graphic Principles I
GD 2575 Web Design and Development
MRKT 2000 Marketing Analytics
MRKT 2100 Digital Marketing
MRKT 2520 Marketing Management
MRKT 3000 Marketing Research
PR 3050 Crisis Communication Management
SRM 1000 Introduction to Sport and Recreation Management
SRM 2000 Sport and Recreation in Society
SRM 2010 Sport and Recreation Administration
SRM 2030 Sport and Recreation Facility and Event Management

## Sport and Recreation Management (Major)

## SPORT AND RECREATION MANAGEMENT (MAJOR)

The complexity, globalization, and impacts the sport and recreation industries have on society create the demand and need for the precise preparation. The Sport and Recreation Management curriculum within the Business Administration Department will emphasize the unique business, management, marketing and ethical principles and practices necessary to succeed in these industries. It ultimately will prepare professionals who are critical thinkers, interdisciplinary in their approach, and capable of effectively managing and marketing sport and recreation enterprises in vastly different markets. The Sport and Recreation Management curriculum will provide both skill-based and theoretical framework in business management with an applied practice to sport and recreation management.

## Program Learning Outcomes

1. Apply critical thinking and techniques to solve real problems related to the management of the sport and recreation industries.

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2. Recognize, understand and apply laws, ethical situations, and social responsibility as it relates to working in the sport and recreation industries.
3. Employ appropriate communication through writing, research, and speaking with individuals, organizations, media and the public across all sport and recreation industry settings.
4. Appraise, assess and critique how branding, event management, and marketing theories as they apply to the global and domestic sport and recreation industry consistent with the professional standards.

| THE SPORT AND RECREATION PROGRAM: | CREDITS |
| :--- | :--- |
| Prerequisites | 3 |
| ACNT 1010 Financial Accounting | 3 |
| ACNT 1011 Managerial Accounting | 3 |
| BUS 1000 Intro to Business | 1 |
| BUS 1010 Excel for Business | 3 |
| BUS 1610 Economics: Macro | 3 |
| BUS 1611 Economics: Micro | 3 |
| MIS 1010 Managing with Information Systems | 3 |
| AC 1030 Communication Technology | 22 |
|  | 3 |
| Core Requirements | 3 |
| SRM 1000 Introduction to Sport and Recreation Management | 3 |
| SRM 2000 Sport and Recreation in Society | 3 |
| SRM 2020 Sport and Recreation Marketing and Revenue Streams | 3 |
|  | 3 |
|  | 3 |

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| THE SPORT AND RECREATION PROGRAM: | CREDITS |
| :---: | :---: |
| SRM 2030 Sport and Recreation Facility and Event Management | 3 |
| SRM 3000 Sport and Recreation Legal Studies | 3 |
| SRM 3010 Sport and Recreation Strategy and Leadership | 3 |
| SRM 3020 Sport and Recreation Governance and Policy | 3 |
| SRM 3980 Senior Seminar-Sport and Recreation | 3 |
| BUS 2000 Management Theory and Practice | 3 |
| BUS 2150 Quantitative Methods and Analytics2 | 3 |
| BUS 2250 Business Law | 3 |
| BUS 2550 Operations Management | 3 |
| FIN 2000 Financial Management | 3 |
| BUS 3930 Management of International Business | 3 |
| BUS 3950 Business Ethics Seminar | 3 |
| MRKT 2520 Marketing Management | 3 |
|  | 51 |
| Prerequisite or Corequisites: |  |
| MATH 1150 Statistics I (BUS 2150) | 3 |

## Business and Computer Science Programs (Minors)

## Curry College

## BUSINESS AND COMPUTER SCIENCE MINORS

## ACCOUNTING (Minor)

| REQUIREMENTS FOR THE ACCOUNTING MINOR: | CREDITS |
| :--- | :--- |
| ACNT 1010 Financial Accounting | 3 |
| BUS 1010 Excel for Business | 1 |
| ACNT 1011 Managerial Accounting | 3 |
| ACNT 2010 Intermediate Accounting I | 3 |
| ACNT 2011 Intermediate Accounting II | 3 |
| ACNT 2020 Individual Income Taxation | 3 |
| ACNT 3010 Cost Accounting | 3 |
| ACNT 3050 Auditing | 22 |
| Total: |  |

## BUSINESS ADMINISTRATION (Minor)

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| REQUIREMENTS FOR THE BUSINESS ADMINISTRATION MINOR: | CREDITS |
| :--- | :--- |
| BUS 1000 Intro to Business | 3 |
| BUS 1010 Excel for Business | 1 |
| ACNT 1010 Financial Accounting | 3 |
| BUS 1610 Economics: Macro | 3 |
| ACNT/MIS/BUS/SRM/MRKT Electives at the 2000/3000-level | 12 |
| Total: | $\mathbf{2 2}$ |

## BUSINESS ANALYTICS AND INFORMATION SYSTEMS (Minor)

The Business Analytics and Information Systems (BAIS) minor was designed to provide the skills needed to be modern data-driven managers. Students will learn how to design a data architecture that can support the digital transformation of a business, collect, clean, visualize and analyze business data. Students will become proficient in applying these concepts to solve various business problems.

## Program Learning Objectives

- Apply appropriate concepts and methodologies to design a data architecture that is aligned with the strategies of the business, facilitates the flow of business processes, and can support the information requirements of managers and other users.
- Design queries to analyze data stored in relational databases and acquire relevant business information
- Build code to gather, transform, visualize, and analyze data using machine learning, statistical modeling packages, text analytics, and social network analytics.
- Select the most appropriate design and analytics tools to suit various scenarios from the sub-areas of business.
- Explain how emerging technologies can be used to store, manipulate, and analyze unstructured data (e.g., social media content, images, email text) to enable better decision-making in business.


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- Design code to implement machine learning/artificial intelligence models to predict outcomes and provide information that can be used to solve problems in various areas of business.

| REQUIRED COURSES: | CREDITS |
| :--- | :--- |
| MIS 1010 Managing with Information Systems | 3 |
| MIS 2050 Data Mining, Artificial Intelligence | 3 |
| MIS 2060 Coding for Business Analytics | 3 |
| MIS 3020 Gathering Business Intelligence <br> from Structured and Unstructured Data | 3 |
| One elective from the following options (3 credits) |  |
| ACNT 2060 Forensic Accounting | 15 |
| MIS 2030 E-Commerce |  |
| MIS 3050 Enterprise Systems Project Management |  |
| MRKT 2000 Marketing Analytics | Total: |

Note: ONE of the above electives may be substituted with IT 2789 Programming and Problem Solving, ACNT 2060 Forensic Accounting, AC 2768 HTML and Design, or BUS 2100 Small Business Concepts.

## COACHING (Minor)

## Program Learning Objectives

- Apply critical thinking and techniques to solve real problems related to coaching and player development within the sport and recreation industries.
- Recognize, understand and apply laws, ethical situations, and social responsibility as it relates to working in secondary, collegiate, professional or club coaching.


## Curry College

- Evaluate strategies and the techniques of effective in-game coaching and in practice development.
- Employ appropriate oral and written communication with players, administrators, organizations, the media and the public across all industry settings.
- Recognize and apply effective recruitment strategies in teambuilding and explore innovative technologies used in today's coaching industry.
- Explore and evaluate coaching styles, leadership theories, and effective player-coach dynamics including the emotional and social needs of athletes.
- Implement various coaching responsibilities and team organizational procedures.

| REQUIREMENTS FOR THE COACHING MINOR: | CREDITS |
| :--- | :--- |
| SRM 2010 Sport and Recreation Administration | 3 |
| SRM 2050 Principles of Coaching | 3 |
| SRM 3050 Business of Coaching | 3 |
| SRM 3450 Internship in Coaching or Administration | 3 |
| PSY 3025 Sport Psychology | $\mathbf{3}$ |
| Total: | $\mathbf{1 5}$ |

## DATA ANALYTICS (Minor)

Students in the program will complement and enhance their disciplinary learning with the knowledge and skills to use data in the decision-making process within their major field of study. They will learn about structures and skills for data management, use programming to execute data analysis functions, understand the role, function, and limitations of machine learning and business intelligence, and participate in gathering requirements, performing exploratory analyses, and interpreting, applying, and visualizing the results to solve realworld problems. Throughout the program, students will integrate the themes of ethical practices, principles of design, and productive team functioning.

## Program Learning Objectives

- Use currently available data analytics tools to perform data analysis functions.


## Curry College

- Manage and transform data from multiple sources in and out of databases.
- Compare the different types of machine learning algorithms and build machine learning models to find patterns in training datasets from a variety of disciplines.
- Analyze the problem situation and identify the users' requirements of a data analytics project, while navigating the moral, ethical, social, and legal issues surrounding data collection and analysis.
- Perform exploratory and inferential analyses to recognize and communicate the value and limitations of the models generated in the context of data analysis projects.
- Select and implement data analysis strategies to solve real world problems, interpret and apply the results generated, and visually communicate the work to a variety of audiences.


## Curry College

| REQUIRED COURSES: | CREDITS |
| :--- | :--- |
| AC 2020 Database Concepts | 3 |
| MIS 2050 Data Mining, Artificial Intelligence and Machine Learning | 3 |
| CS/GD 2100 Data Storytelling \& Visualization | 3 |
| MATH 3200 Mathematical Modeling | 3 |
| One elective from the following options (3 credits) |  |
| BIOL 2300 Bioinformatics |  |
| CJ/SOC 2600 Methods in Social Research |  |
| BUS 2150 Quantitative Methods | $\mathbf{1 5}$ |
| ENVS 2300 Geospatial Analysis |  |
| MATH 3130 Operations Research |  |
| MRKT 2000 Marketing Analytics |  |
| PSY 2050 Research Methods in Psychology |  |
| Total: |  |

## FINANCE (Minor)

The finance minor's primary objectives are to provide a high- quality finance education program that enables graduates to become contributing members to the finance community and provide graduates with a foundation upon which continued life- long learning can be built.

## Program Learning Objectives

- Apply terminology, theories, concepts, practices, and skills specific to the field of corporate finance.
- Apply financial principles to practical business and personal finance situations.


## Curry College

- Perform financial analysis using quantitative concepts and techniques.
- Interpret financial statements and ratios.
- Examine investment and financial risk.
- Apply legislation, regulations, and principles of practice to financial scenarios.
- Communicate professionally through writing and presentations.

| REQUIREMENTS | CREDITS |  |
| :--- | :--- | :--- |
| Prerequisites: | 3 |  |
| ACNT 1010 Financial Accounting | 3 |  |
| ACNT 1011 Managerial Accounting | 1 |  |
| BUS 1010 Excel for Business | 3 |  |
| BUS 1611 Microeconomics | 3 |  |
| FIN 2000 Financial Management | 3 |  |
| Required Courses: | 3 |  |
| FIN 2010 Financial Institutions and Markets | 3 |  |
| FIN 3000 Advanced Corporate Finance |  |  |
| FIN 3010 Investments |  |  |
| Two electives from the following options (6 credits) |  |  |
| ACNT 2011 Intermediate Accounting II |  |  |
| ACNT/FIN 2030 Financial Statement Analysis | 3 |  |
| ACNT/FIN 3020 Financial Planning | 3 |  |
| FIN 3020 Financial Modeling | 3 |  |

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| REQUIREMENTS | CREDITS |  |
| :--- | :--- | :--- |
| FIN 3450 Internship \& Seminar |  |  |
| FIN 3900 Special Project |  |  |
| Total: | 28 |  |

## MARKETING (Minor)

## Curry College

| REQUIREMENTS FOR THE MARKETING MINOR: | CREDITS |
| :--- | :--- |
| BUS 1000 Intro to Business or <br> BUS 2100 Small Business Concepts | 3 |
| MRKT 2520 Marketing Management | 3 |
| Four electives from the following options (12 credits) |  |
| MRKT 2000 Marketing Analytics |  |
| MRKT 2100 Digital Marketing |  |
| MRKT 2110 Sales Management |  |
| MRKT 2120 Retail Management |  |
| MRKT 2160 Consumer Behavior |  |
| MRKT/PR 2790 Public Relations | $\mathbf{1 8}$ |
| MRKT 3000 Marketing Research |  |
| MRKT 3100 Advertising Management |  |
| MRKT 3450 Internship Marketing |  |
| MRKT 3560 Global Marketing |  |
| MRKT 3980 Senior Seminar Marketing |  |
| SRM 2020 Sport and Recreation Marketing and Revenue Streams |  |
| Total: |  |

## PUBLIC RELATIONS (Minor)

## Curry College

| REQUIREMENTS FOR THE PUBLIC RELATIONS MINOR: | CREDITS |
| :--- | :--- |
| PR/MRKT 2790 Principles of Public Relations | 3 |
| PR 2800 Publicity Techniques | 3 |
| PR 2850 Managing Public Relations in a Diverse World | 3 |
| PR 3900 Public Relations Research and Campaign Design | 3 |
| PR 3440 Public Relations Case Studies | $\mathbf{3}$ |
| Total: | $\mathbf{1 5}$ |

## SPORT AND RECREATION MANAGEMENT (Minor)

| REQUIREMENTS FOR THE SPORT AND RECREATION MANAGEMENT MINOR: | CREDITS |
| :--- | :--- |
| SRM 1000 Intro to Sport and Recreation Management | 3 |
| SRM 2010 Sport and Recreation Administration | 3 |
| SRM 2020 Sport and Recreation Marketing and Revenue Streams | 3 |
| Two electives from the following options (6 credits) |  |
| SRM 2000 Sport and Recreation in Society |  |
| SRM 2030 Sport and Recreation Facility and Event Management |  |
| SRM 3000 Sport and Recreation Legal Studies | $\mathbf{1 5}$ |
| SRM 3010 Sport and Recreation Strategy and Leadership |  |
| SRM 3020 Sport and Recreation Governance and Policy |  |
| Total: |  |

## COMMUNICATION

## Curry College

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

Acting/Theatre Directing
Corporate Communication
Digital Content Creator
Entertainment Blogger
Esports Event Planner
Event Planning
Film Director/Producer
Film/TV Screenwriting
Multimedia Journalism
Radio and Podcast Broadcasting
Sales and Marketing
Social Media Management
Sports Broadcasting and Play-by-Play
Sports Reporter
Theatre Management
TV News Reporting
Video Game Development
Web Content Producer

## Program Learning Outcomes

## Curry College

## A. Communication and Context:

Demonstrate effective oral and written communication in interpersonal, small group, organizational, public and virtual contexts, and platforms.

## B. Creativity and Content:

Create a portfolio showcasing fluency with digital storytelling tools, media aesthetics, and performance practices.

## C. Theory and Application:

Apply communication theories and basic research methods to analyze audiences, media aesthetics, media effects, and performance practices in historical and professional contexts.

## D. Culture and Critique:

Explain how media systems and communication industries engender and engage ideas about race, gender, sexuality, class, religion, and national identity.

## Curry Radio

Students have an opportunity to be managers, on-air announcers, sports broadcasters and news reporters while running a fully FCC-licensed FM radio station, WMLN-91.5 FM, broadcasting to thousands of residents in Boston and the South Shore of Massachusetts. WMLN also streams online.

Curry's radio program is the oldest radio major in the country, and will be celebrating its 90th birthday during the 2022-2023 academic year. The radio major began in November, 1932.

Today, WMLN is an award-winning, nationally recognized college station, and also serves as an affiliate for CNN and the Associated Press.

## Curry Theatre

## Curry College

Housed in the Keith Auditorium, Curry Theatre provides students with opportunities in directing and scriptwriting; performance and technical theatre; improvisation; publicity design and playbill editing; and all of the other aspects of Theatre. The Theatre facility includes an experimental Black Box, performance space used for showcasing the work of student directors and playwrights. Full-length plays and musicals are produced on the Main Stage. Rounding out the facility are two control booths, a lighting system, a construction shop, an attractive lobby, an actors' lounge, and dressing rooms. Between classes and rehearsals, Curry Theatre students catch up on conversation and work in the Snack Bar, located just outside the Theatre Lobby.

## Film, Video and Television Production

Students in the Film, Video and Television area have access to a full HD television studio, along with an array of field cameras, audio, and lighting gear for single camera on-location production. Students learn how to tell stories in a variety of formats including: documentary, narrative fiction filmmaking, digital content creation; social media short form videos, and broadcast journalism.

## Currier Times Newspaper

This student-produced newspaper, available at www.curriertimes. net, produces news, features, sports stories and blogs on topics of interest to Curry College students. The Currier Times Practicum meets weekly during the academic year. Students can get involved in their first year, and continue with the paper throughout their college career. Currier Times alums are employed at major newspapers, television networks, and various digital media platforms.

## Lambda Pi Eta

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

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

- Completed 60 credit hours, including at least 15 graded hours in Communication courses.
- Have an overall GPA of at least 3.40.


## Curry College

- Have a Communication GPA of at least 3.50.
- Have declared a Communication major or minor.

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

## Communication (Major)

## COMMUNICATION MAJOR

| CORE REQUIREMENTS: | CREDITS |
| :--- | :--- |
| COM 1010 Fundamentals of Communication | 3 |
| COM 1030 Career Speech: Voice \& Articulation | 3 |
| COM 1300 Introduction to Mass Communication | 3 |
| COM 2230 Writing for Communication | 3 |
| COM 2290 Media Literacy | 3 |
| COM 3970 Communication Research \& Theory | 3 |
| COM 3902 Communication Issues Seminar | 21 |
|  |  |

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

## Curry College

| ORAL COMMUNICATION | CREDITS |
| :--- | :--- |
| Choose one of the following: | 3 |
| COM 1410 Acting I | 3 |
| COM 2010 Public Speaking | 3 |
| COM 2030 Oral Interpretation | 3 |
| COM 2100 Managerial Communication | CREDITS |
| WRITTEN COMMUNICATION | 3 |
| Choose one of the following: | 3 |
| COM 2200 Writing for Broadcast Media | 3 |
| COM 2210 Writing for Media Platforms | 3 |
| COM 2220 Screenwriting for Film and Television | 3 |
| COM 2476 Scriptwriting | 3 |
| COM 2800 Publicity Techniques | 3 |
| COM 2900 Multimedia Journalism | 3 |

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| COMMUNICATION CONTENT COURSES | CREDITS |
| :--- | :--- |
| Choose one of the following: | 3 |
| COM 1710 Media and Broadcasting Basics | 3 |
| COM 2390 Writing About Sports | 3 |
| COM 2492 Introduction to Film: The History of Film | 3 |
| COM 2640 Video Games: A Cultural History | 3 |
| COM 2740 Television Producing and Production | 3 |
| COM 3545 Modern Drama | 3 |
| Electives*: | 3 |
| A. 2000-level in COM | 3 |
| B. 2000/3000/4000-level in COM | 3 |
| C. 3000/4000-level in COM | 42 |
| D. 3000/4000-level in COM | Pre |

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

All COM majors are required to complete an internship or to work in a departmentallyapproved experiential learning position, which would also fulfill the Gen Ed Active Learning requirement.

## COMMUNICATION AREA CONCENTRATIONS

All Communication majors must declare a concentration by the time they reach the end of their third semester (must have earned a minimum of 40 credits). Suggested course groupings for each specific concentration are listed on the following pages. Students may

## Curry College

use appropriate courses, among the courses required for the major, to meet the requirements for a specific concentration.

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

Students who have a career interest in an area not included in our concentrations may choose to pursue an Individual Initiated Concentration, and will work with a faculty advisor to craft the necessary selection of courses. See the description on page 75 on how to launch an IIC.

## CONCENTRATION AREAS WITH ADVISORS

| Communication Studies | Professor Barrett |  |
| :--- | :--- | :--- |
| Film | Professor DiSciscio |  |
| Multimedia Journalism | Professor Gibbs |  |
| Radio/Audio Production | Professor Carberry |  |
| Television/Digital Video | Professor Gibbs |  |
| Theatre | Professor Holbrook |  |
| Video Game Studies | Professor Gibbs |  |

## Communication Studies (Concentration)

## COMMUNICATION STUDIES Concentration

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

|  | CREDITS |
| :--- | :--- |

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| Choose two of the following (oral focus): | 6 |
| :---: | :---: |
| COM 1410 Acting I | 3 |
| COM 2030 Oral Interpretation | 3 |
| COM 2010 Public Speaking | 3 |
| COM 2100 Managerial Communication | 3 |
| COM 3015 Advanced Public Speaking | 3 |
| COM 3100 Argumentation \& Debate | 3 |
| Choose two of the following (written focus): | 6 |
| COM 2200 Writing for Broadcast Media | 3 |
| COM 2210 Writing for Media Platforms | 3 |
| COM 2220 Screenwriting for Film and Television | 3 |
| COM 2390 Writing About Sports | 3 |
| COM 2476 Scriptwriting | 3 |
| COM 2800 Publicity Techniques | 3 |
| COM 2900 Multimedia Journalism | 3 |
| Choose one of the following (interpersonal focus): | 3 |
| COM 2020 Intercultural Communication | 3 |
| COM 2112 Conflict Management | 3 |
| COM 2130 Nonverbal Communication | 3 |
| COM 2320 Effective Listening | 3 |

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| COM 3010 Small Group Communication | 3 |
| :---: | :---: |
| COM 3040 Persuasion | 3 |
| COM 3652 Gender Communication | 3 |
| Choose two of the following (content area focus): | 6 |
| COM 1710 Media and Broadcasting Basics | 3 |
| COM 2140 Social Media Communication | 3 |
| COM 2150 Health Communication | 3 |
| COM 2492 Introduction to Film: The History of Film | 3 |
| COM 2640 Video Games: A Cultural History | 3 |
| COM 2700 The Business of Hollywood | 3 |
| COM 2740 Television Producing and Production | 3 |
| COM 2748 The Business of Sports Production | 3 |
| COM 2770 Digital Film Fundamentals | 3 |
| COM 3545 Modern Drama | 3 |
| Choose one of the following (critical focus): | 3 |
| COM 2180 Leadership Communication | 3 |
| COM 2493 Introduction to Film: Art and Form | 3 |
| COM 2498 Film Criticism | 3 |
| COM 3120 Speech Criticism: A Look at Great Speeches | 3 |
| COM 3506 Media Law and Ethics | 3 |

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| COM 3645 Video Games: Theory and Analysis | 3 |
| :--- | :--- |
| COM 3650 Media, Culture and Society | 3 |
| Total: | $\mathbf{2 4}$ |

## Film (Concentration)

## FILM Concentration

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

|  | CREDITS |
| :--- | :--- |
| Required: | 12 |
| COM 2220 Screenwriting for Film and Television | 3 |
| COM 2492 Introduction to Film: The History of Film | 3 |
| COM 2493 Introduction to Film: Art and Form | 3 |
| COM 2770 Digital Film Production Fundamentals | 3 |
| Choose two of the following: | 6 |
| COM 2700 The Business of Hollywood | 3 |
| COM 2760 Video Storytelling | 3 |
| COM 2761 Digital Video Editing | 3 |
| COM 2775 Digital Film Production II | 3 |
| Choose one of the following: | 3 |
| COM 3805 Film Topics | 3 |

## Curry College

| COM 2498 Film Criticism | 3 |
| :--- | :--- |
| COM 2787 Lighting and Cinematography | 3 |
| Choose one of the following: | 3 |
| COM 3450 Internship in Film Production or Film Studies | 3 |
| COM 3760 Film Production: RED Camera | 3 |
| COM 4050 Independent Studio | 3 |
| COM 4100 Independent Reading | 3 |
| Total: | 24 |

## Multimedia Journalism (Concentration)

## MULTIMEDIA JOURNALISM Concentration

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

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


## Curry College

|  | CREDITS |
| :--- | :--- |
| Required: | 18 |
| COM 2900 Multimedia Journalism | 3 |
| PR 2790 Principles of Public Relations | 3 |
| COM 2761 Digital Video Editing | 3 |
| COM 2760 Video Storytelling | 3 |
| COM 3506 Media Law and Ethics | 3 |
| COM 2501/2502* Currier Times Practicum | 1 |
| * Must take a minimum of three semesters | 6 |
| Choose two of the following: | 3 |
| COM 2060 Radio/TV Sports Broadcasting | 3 |
| COM 2390 Writing About Sports | 3 |
| COM 2905 Photojournalism | 3 |
| COM 3350 Investigative Reporting | 3 |
| COM 3651 Sports and Media | 3 |
| COM 3752 TV On-Air: Broadcast Reporting | 3 |
| Total: | 3 |

## Radio/Audio Production (Concentration)

## RADIO/AUDIO PRODUCTION Concentration

## Curry College

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

|  | CREDITS |
| :--- | :--- |
| Required Courses | 3 |
| COM 1710 Media and Broadcasting Basics | 3 |
| COM 2762 Digital Audio Production | 3 |
| COM 2050 Announcing for Podcast \& Broadcast | 3 |
| COM 3506 Media Law and Ethics |  |
| Radio Practicum <br> (at least four semesters) | 3 |
| Choose two of the following: | 3 |
| COM 2200 Writing for Broadcast Media | 3 |
| COM 2060 Radio/TV Sports Broadcasting | 3 |
| COM 2620 Broadcast Sales and Marketing Research | 3 |
| COM 2900 Multimedia Journalism |  |
| COM 3550 Broadcast Management | 3 |

## Sports Communication (Concentration)

## SPORTS COMMUNICATION Concentration

Careers in this field include sports reporting, sports blogging/streaming, Radio/TV sports broadcasting, sports information writing, sports social media supervisor, sports digital content creator, sports promotion, sports photojournalism, and sports sales/promotion.

## Curry College

|  | CREDITS |
| :--- | :--- |
| Required: | 15 |
| COM 2390 Writing About Sports | 3 |
| COM 2900 Multimedia Journalism | 3 |
| COM 3506 Media Law and Ethics | 3 |
| COM 3651 Sports and Media | 3 |
| COM 3450 Sports Communication Internship | 3 |
| Choose two of the following: | 6 |
| COM 2010 Public Speaking |  |
| COM 2050 Announcing for Podcast/Broadcast |  |
| COM 2060 Radio/TV Sports Broadcasting |  |
| COM 2100 Managerial Communication |  |
| COM 2200 Writing for Broadcast Media |  |
| COM 2210 Writing for Media Platforms |  |
| COM 2620 Media Sales and Market Research |  |
| COM 2760 Video Storytelling |  |
| COM 2761 Digital Video Editing |  |


|  | CREDITS |
| :--- | :--- |
| COM 3768 Online Video: Producing and Marketing |  |
| Total: | 21 |

## Television/Digital Video (Concentration)

## TELEVISION/DIGITAL VIDEO Concentration

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

## Curry College

|  | CREDITS |
| :---: | :---: |
| Required: | 15 |
| COM 2210 Writing for Media Platforms | 3 |
| COM 2740 Television Producing and Production | 3 |
| COM 2760 Video Storytelling | 3 |
| COM 2761 Digital Video Editing | 3 |
| COM 2770 Digital Film Fundamentals | 3 |
| Choose two of the following: 6 credits |  |
| COM 1710 Media and Broadcasting Basics | 3 |
| COM 2060 Radio/TV Sport Broadcasting | 3 |
| COM 2620 Broadcast Sales \& Market Research | 3 |
| COM 2700 The Business of Hollywood | 3 |
| COM 2762 Digital Audio Production | 3 |
| COM 2900 Multimedia Journalism | 3 |
| COM 3xxx Online Video: Producing \& Marketing | 3 |
| COM 3506 Media Law and Ethics | 3 |
| COM 3752 TV On-Air: Broadcast Reporting | 3 |
| Total: | 21 |

## Theatre (Concentration)

## Curry College

## THEATRE Concentration

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

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

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| COM 3474 Musical Theatre | 3 |
| :--- | :--- |
| COM 3475 Stage Combat | 3 |
| COM 3470 Acting Styles | 3 |
| Total: | 24 |

## Video Game Studies (Concentration)

## VIDEO GAME STUDIES Concentration

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

## Curry College

|  | CREDITS |
| :--- | :--- |
| Required: | 18 |
| COM 2641 Introduction to Games | 3 |
| COM 2650 Game Design | 3 |
| COM 2655 Gaming Industries | 3 |
| COM 3645 Video Gaming: Theory \& Analysis | 3 |
| COM 3656 Death and Games | 3 |
| COM 3450 Internship in Video Gaming or COM 4050: Independent Studio (for <br> students whose GPA does not meet the requirement for an internship) | 3 |
| Choose one of the following: | 3 |
| COM 2220 Screenwriting for Film and Television | 21 |
| COM 2476 Scriptwriting |  |
| Total: |  |

## Individually Initiated (Concentration)

## INDIVIDUALLY INITIATED Concentration (IIC)

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

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

An IIC typically requires 18 credits of coursework and may include courses from within the categories in the general Communication requirements, if applicable. Examples of IIC:

## Curry College

Photojournalism, Event Planning, Music \& Audio Production, and Political Media Management.

## Communication Programs

## COMMUNICATION MINORS:

Many students like to add a Communication minor while pursuing studies in another major. This is often a good idea for students, especially in areas like Business Administration, Psychology, Education, Criminal Justice, and Nursing to name a few.

A minor in Communication involves taking a minimum of 15 credit hours in Communication courses at the 2000/3000 levels with at least three credits at the 3000level.

## Minoring in Communication with a Concentration:

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

## Minoring in Theatre requirements:

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

## Video Gaming Studies (Minor)

## Program Learning Outcomes

- Identify and explain current trends in videogame studies and the videogame industry.
- Express themselves compellingly in written and oral communication.
- Develop their skills in analysis, connection, metacognition, and design.
- Situate themselves and their interests within a network of possible gaming careers.


## Curry College

| REQUIREMENTS |
| :--- |
| COM 2641 Introduction to Critical Play |
| COM 2650 Game Design |
| COM 2655 Gaming Industries |
| COM 3645 Video Games: Theory \& Analysis |
| COM 3656 Death \& Games |

## Education Programs

## UNDERGRADUATE MAJORS IN EDUCATION

## Early Childhood Education

Tracks in Early Childhood Teacher (DESE licensure credentialing track for those seeking licensure to teach in PreK-2 in public school settings), Early Education and Care (DEEC licensure credentialing track for those seeking certification to teach in private and early childhood settings for infants, toddlers, and preschoolers), or Early Intervention (a credentialing pathway endorsed by Massachusetts Department of Public Health to support children and families from birth to age three)

## Elementary Education

Elementary Education Grades 1-6 in public school settings
Education Support Professional for Grades 1-6

## Special Education

Teacher of Students with Moderate disabilities (PreK - Grade 8) in public school settings
Applied Behavior Analysis: Registered Behavior Technician

Community Education

## Curry College

Community Educator supporting the health and well-being of children and families through advocacy and education

## 5th Year Masters of Education

(Accelerated dual degree program for undergraduate students)

## UNDERGRADUATE EDUCATION CONCENTRATIONS / MINORS

## Early Intervention (Concentration or Minor)

(Supporting at risk or developmentally delayed infants and toddlers)

## Sports / Youth Recreation Programming (Concentration or Minor)

(Community based recreation programs and youth development programs)

## Youth Advocacy (Concentration or Minor)

(Community agencies and programs supporting positive youth development)

## Education (General) Minor

(Exploratory minor consisting of select education courses)
Math Education Minor
(Mathematics instruction in a variety of educational settings)

## STEM Education Minor

(Focused minor in Science, Technology, Engineering and Mathematics geared aligned with standards for students in preschool - Grade 6 in public school and community education settings)

## Science Education Minor

## Curry College

(Focused minor in Science aligned with standards for students in grades 5-8 in public school and community education settings)

Curry's Undergraduate Education majors prepare students to work with children and their families in public schools and other community based educational settings. Foundational understanding of children's physical, intellectual, emotional, and social development within a variety of cultural settings is enhanced through coursework and enriched through a variety of supervised field work experiences. Education students are provided many opportunities from which they may gain an appreciation of the complexity of educational organizations and develop the skills and knowledge required to become effective members and leaders in these learning environments.

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

## Department of Early Education and Care (DEEC) - Infant, Toddler, Preschool

Department of Elementary and Secondary Education (DESE) - Early Childhood (Pre-KGrade 2)

## Elementary (Grades 1-6), Special Education; Moderate Disabilities (Pre-K-Grade 8)

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

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

## APPLYING TO AN EDUCATION MAJOR

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

## Requirements for admission are as follows:

- Overall cumulative grade point exceeding 2.5. Students must maintain the 2.5 GPA requirement throughout their course of study.


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- Minimum grade of C in all required education courses, including field experiences, and courses identified as related requirements.
- Where applicable, a passing score on both subtests of the Massachusetts Communication Literacy Skills Test (CLST)
- Two recommendations
- Two recommendations from outside the Education Department


## TRANSFER STUDENTS

Students transferring from another institution will be advised into appropriate courses during the advising process.

At this time, the Education Department accepts three education courses for transfer from other institutions: Child Development, Educational Psychology, Introduction to Special Education.

Additional courses for transfer may be considered. In all cases, students must submit both transcripts and course descriptions for review. If a course is aligned with the goals and learning outcomes of a Curry Education course, it will be approved for credit toward completion of an Education major.

## APPLYING FOR A MINOR IN EDUCATION

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

## CONCENTRATIONS AND MINORS IN EDUCATION

Education majors who wish to specialize in an area of interest can do so by completing the requirements of their respective majors and any additional coursework within a concentration. Students in majors other than Education complete the courses within the concentration and then will apply for an Education minor in the specialized area.

## Early Childhood Education (Major)

## EARLY CHILDHOOD EDUCATION MAJOR

The Early Childhood Education major is made up of three distinct credentialing tracks. Students may choose to pursue one or more of these tracks to allow for dual credentialing depending upon their interests, completion timelines and credentialing goals. The credentialing tracks are:

- Massachusetts Department of Early Education and Care (DEEC) Credentialing: Infant, Toddler, Pre-School Lead Teacher and Direction I Certification
- Massachusetts Department of Elementary and Secondary Education (DESE) Credentialing: Public School Pre-Kindergarten, Kindergarten, Grades One and Two. This credentialing track requires completion of the Massachusetts Tests for Educator Licensure (MTEL).
- Massachusetts Department of Public Health (DPH) Early Intervention - Developmental Specialist: Infants and Toddlers with identified developmental delays or who are at-risk for developmental delays.

Curry College's major and tracks in Early Childhood Education are approved by their respective regulatory agency and fully adhere to the regulations and requirements specific to each credentialing track.

## Overview of the MTEL Requirements:

- Students pursuing the DESE Early Childhood credentialing track must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Early Childhood major by December 1st of their sophomore year in order to be formally admitted to the DESE Early Childhood credentialing track.
- Students must also pass two additional MTEL exams: Foundations of Reading Test (FOR) and the content specific test (Early Childhood: Early Childhood Subject Matter Test (72) by December 1st of their senior year.
- Students must pass ALL required MTEL exams by December 1st of the senior year in order to fully enroll in practicum/student teaching and graduate from the DESE credentialing track. A 9th semester practicum completion plan may be elected.
- Once a student has successfully completed all college, DESE program/track, and MTEL testing requirements the student will be endorsed to DESE by the College and may apply to DESE for an Initial License.


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## INSTITUTIONAL PASS RATES: Massachusetts Tests for Educator Licensure

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a $100 \%$ pass rate for all program completers during the 2021-2022 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator, (617) 333-2196.

The Massachusetts Tests for Educator Licensure are administered Monday-Saturday at designated test centers in Massachusetts and in many states each academic year. Additional information regarding all state testing is available through the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-9140; Telephone: (781) 338-6600; www.mtel.nesinc.com. For additional information about Curry College's testing requirements, please contact Curry College Licensure Officer at 617-333-2196.

| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| Prerequisite Coursework (All Tracks): | 1.5 |
| ED 1300 Competencies for the Prospective Educator | 3 |
| PSY 1400 Child Development | 3 |
| Core Coursework (All Tracks): | 3 |
| ED 2161 Educational Psychology | 3 |
| ED 2355 Children's Literature: A Gateway to the World | 3 |
| ED 2411 Strategies for the Effective Early Childhood Educator | 3 |
| ED 2420 School, Family and Community | 3 |
| SPE 2600 Introduction to Special Education | 3 |
| ED 2700 Early Childhood Language Arts and Literacy | 3 |

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| CORE REQUIREMENTS | CREDITS |
| :---: | :---: |
| ED 3115 Early Childhood Curriculum: Preschool | 3 |
| ED 3985 Education Capstone: Integrating Research Based Practices | 3 |
| Required Coursework and Co-requisite Field Work (All Tracks): |  |
| ED 2354 Integrated Learning through the Arts | 3 |
| ED 3451 Practicum I: Pre-School | 3 |
| DESE Credentialing Track Requirements \& SMK Requirements: |  |
| BIOL 1057 Life Science for Educators | 4 |
| ED 3150 Classroom Management | 3 |
| ED 3190 Classroom Assessment | 3 |
| ED 3290 Assessment Lab: Literacy | 1 |
| ED 3330 Early Childhood Curriculum: Instructional Methods in Science | 3 |
| ED 3331 Pre-Practicum II: Early Childhood | 1 |
| ED 3700 The Teaching of Reading | 3 |
| ED 3701 Field Observation and Participation | 1 |
| ED 3750 Sheltered English Immersion | 3 |
| ED 4570 Senior Practicum: Early Childhood | 9 |
| ED 4570 SM Senior Practicum Seminar | 3 |
| ENG 1180 Introduction to Literary Studies | 3 |
| MATH 1550 Quantification in School Mathematics | 3 |
| MATH 2550 Number Theory and Relationships for Teachers | 3 |

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| CORE REQUIREMENTS | CREDITS |
| :---: | :---: |
| MATH 3250 Pedagogy and Specialized Instruction in Mathematics | 3 |
| P\&H 1010 US History I | 3 |
| P\&H 2070 Thinking Historically about Contemporary US | 3 |
| PHYS 1200 Physical Science for Educators | 4 |
| PHYS 2001 Robotics and Engineering Lab | 1 |
| DEEC Credentialing Track Requirements: |  |
| ED 2510 Guiding Behavior | 3 |
| ED 2230 Infants \& Toddlers | 3 |
| ED 2345 Field Observation/Participation: Toddlers | 3 |
| ED 2420 School, Family and Communities | 3 |
| ED 4560/4561 Senior Practicum II \& Seminar | 6 |
| Early Intervention Track Requirements: |  |
| ED 2160 Foundations of Early Intervention | 3 |
| ED 2230 Infants \& Toddlers | 3 |
| ED 2235 Early Assessments and Interventions | 3 |
| ED 2345 Field Observation/Participation: Toddlers | 3 |
| ED 4659 Early Intervention Practicum \& Seminar | 6 |

## Elementary Education (Major)

## ELEMENTARY EDUCATION MAJOR

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

## Overview:

- The Elementary Education major provides a broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.
- Students must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Elementary major.
- Students must also pass three additional MTEL exams: Foundations of Reading Test (FOR) and the Elementary content specific tests, General Curriculum Subtests:.The General Curriculum MTEL Subtests: Language Arts and History/Social Science (178) and General Curriculum Mathematics, Science, Technology/Engineering (278).
- Students must pass ALL required MTEL exams by December 1st of the senior year in order to enroll in full practicum/student teaching. A 9th semester practicum completion plan may be elected.
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License and be endorsed by the College for their initial license.


## INSTITUTIONAL PASS RATES: Massachusetts Tests for Educator Licensure

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a $100 \%$ pass rate for all program completers during the 2021-2022 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator, (617) 333-2196.

The Massachusetts Tests for Educator Licensure are administered Monday-Saturday at

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designated test centers in Massachusetts and in many states each academic year. Additional information regarding all state testing is available through the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-9140; Telephone: (781) 338-6600; www.mtel.nesinc.com. For additional information about Curry College's testing requirements, please contact Curry College Licensure Officer at 617-333-2196.

| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| Prerequisite Coursework: | 1.5 |
| ED 1300 Competencies for the Prospective Educator | 3 |
| PSY 1400 Child Development | 3 |
| Core Coursework: | 3 |
| ED 2161 Educational Psychology | 3 |
| ED 2355 Children's Literature: A Gateway to the World | 3 |
| ED 2412 Strategies for the Effective Educator, Elementary | 3 |
| ED 2420 School, Family and Community | 3 |
| SPE 2600 Introduction to Special Education | 3 |
| ED 2700 Early Childhood Language Arts and Literacy | 3 |
| ED 3150 Classroom Management | 3 |
| ED 3190 Classroom Assessment | 3 |
| ED 3290 Assessment Lab: Literacy | 3 |
| ED 3750 Sheltered English Immersion | 3 |
| ED 3985 Education Capstone: Integrating Research Based Practices | 3 |
| Required Coursework and Co-requisite Field Work: | 3 |
|  | 3 |
|  | 3 |

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| CORE REQUIREMENTS | CREDITS |
| :---: | :---: |
| ED 3700 The Teaching of Reading | 3 |
| ED 3701 Field Observation and Participation | 1 |
| ED 3195 Fundamentals of Curriculum: Instructional Methods in Social Studies and Language Arts | 3 |
| ED 3197 Pre-Practicum I: Elementary | 1 |
| ED 3320 Elementary Curriculum: Instructional Methods in Science | 3 |
| ED 3332 Pre-Practicum II: Elementary | 1 |
| ED 4564 Senior Practicum: Elementary | 9 |
| ED 4564 SM Senior Practicum Seminar | 3 |
| Related SMK Requirements: |  |
| MATH 1550 Quantification in School Mathematics | 3 |
| MATH 2550 Number Theory and Relationships for Teachers | 3 |
| MATH 3250 Pedagogy and Specialized Instruction in Mathematics | 3 |
| BIOL 1057 Life Science for Educators | 4 |
| PHYS 1200 Physical Science for Educators | 4 |
| PHYS 2001 Robotics and Engineering Lab | 1 |
| P\&H 1010 US History I | 3 |
| P\&H 2070 Thinking Historically about Contemporary US | 3 |
| ENG 1180 Introduction to Literary Studies | 3 |

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## Education Support Professional Track

Education Support Professionals play critically important roles in our public schools, providing individual and small-group instruction to students with academic gaps, specific learning disabilities, or supporting language and literacy skills of English Learners.

The Education Support Professional serves as a classroom teaching assistant and provides targeted academic support to students in Grades 1-6 settings. Education Support Professionals are responsible for delivering foundational and remedial instruction, planning supplemental learning experiences, and assessing individual growth and success.

This track in the Elementary Education major not a DESE licensure pathway, but enables students to graduate with a major in Elementary Education, complete field experiences in school settings, prepare to take the Para Pro credentialing exam and serve as Teacher Assistant/Education Support Professional upon graduation.

If desired, students would need to pursue DESE Initial licensure through an approved graduate program to become a licensed public school classroom teacher in grades 1-6.

| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| Prerequisite Coursework: | 1.5 |
| ED 1300 Competencies for the Prospective Educator | 3 |
| PSY 1400 Child Development | 3 |
| ED 2161 Educational Psychology | 3 |
| Core Coursework: | 3 |
| ED 2355 Children's Literature: A Gateway to the World | 3 |
| ED 2412 Strategies for the Effective Educator | 3 |
| ED 2420 School, Family and Community | 3 |
| SPE 2600 Introduction to Special Education | 3 |
| ED 2700 Early Childhood Language Arts and Literacy | 3 |

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| CORE REQUIREMENTS | CREDITS |
| :---: | :---: |
| ED 3150 Classroom Management | 3 |
| ED 3190 Classroom Assessment | 3 |
| ED 3290 Assessment Lab: Literacy | 1 |
| SPE 3416 Assistive Technology | 1.5 |
| SPE 3417 Writing IEPs | 1.5 |
| ED 3985 Education Capstone: Integrating Research Based Practices | 3 |
| Required SMK Coursework and Co-requisite Field Work: |  |
| ED 3201 Pre-Practicum I: ESP | 1 |
| SPE 3350 Specialized Instruction for Children with Learning Disabilities | 3 |
| ED 3334 Pre-Practicum II: ESP | 1 |
| ED 3700 The Teaching of Reading / Field Observation | 3 |
| ED 3701 Field Observation and Participation | 1 |
| ED 3570 Support and Collaboration in Student Learning | 3 |
| ED 3751 Supporting Multilingual Learners | 3 |
| ED 4567 Senior Field Experience: ESP | 9 |
| ED 4567SM Senior Field Experience ESP: Seminar | 3 |
| Related SMK Requirements: |  |
| BIOL 1057 Life Science for Educators | 4 |
| ENG 1180 Introduction to Literary Studies | 3 |

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| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| MATH 1550 Quantification in School Mathematics | 3 |
| MATH 2550 Number Theory and Relationships for Teachers | 3 |
| MATH 3250 Pedagogy and Specialized Instruction in Mathematics | 3 |
| PSY 2100 Adolescent Psychology | 3 |
| PSY 2200 Behavior Disorders in Children or |  |
| PSY 2500 Behavior Change | 3 |
| P\&H 1010 US History I | 3 |

## Special Education (Major)

## SPECIAL EDUCATION MAJOR

Students pursuing a special education major may choose one of two tracks. One leading to teacher of moderate disabilities in public schools and the other leading to Applied Behavior Analysis Technician/RBT Technician.

## Track One: DESE Licensed Moderate Disabilities Teacher, Grades PreK-8

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

## Overview:

- The Special Education major provides a broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.


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- Students in Track One must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement for being accepted to the Special Education major at the time of application in the sophomore year.
- Students in Track One must also pass three additional MTEL exams: Foundations of Reading Test (190; FOR) and the Elementary content specific tests, General Curriculum (78). The General Curriculum MTEL (78) is comprised of a Multi-subject subtest in Language Arts and History/Social Science (178) and a Mathematics, Science and Technology/Engineering (278) subtest.
- Students in Track One must pass ALL required MTEL exams by December 1st of the senior year in order to enroll in the full DESE practicum/student teaching. A 9th semester practicum completion plan may be elected.
- Once a student has successfully completed all college, program/major, and MTEL testing requirements the student may apply to DESE for an Initial License and be endorsed by the college for their initial license.


## INSTITUTIONAL PASS RATES: Massachusetts Tests for Educator Licensure

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a $100 \%$ pass rate for all program completers during the 2021-2022 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator, (617) 333-2196.

The Massachusetts Tests for Educator Licensure are administered Monday-Saturday at designated test centers in Massachusetts and in many states each year. Additional information regarding all state testing is available through the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-9140; Telephone: (781) 338-6600; www.mtel.nesinc.com. For additional information about Curry College's testing requirements, please contact Curry College Licensure Officer at 617-333-2196.

| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| Prerequisite Coursework: |  |
| ED 1300 Competencies for the Prospective Educator | 1.5 |

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| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| PSY 1400 Child Development | 3 |
| Core Coursework: | 3 |
| ED 2161 Educational Psychology | 3 |
| ED 2355 Children's Literature: A Gateway to the World | 3 |
| ED 2412 Strategies for the Effective Educator | 3 |
| ED 2420 School, Family and Community | 3 |
| SPE 2600 Introduction to Special Education | 3 |
| ED 2700 Early Childhood Language Arts and Literacy | 3 |
| SPE 3105 Institute on Learning Differences | 3 |
| ED 3150 Classroom Management | 3 |
| ED 3190 Classroom Assessment | 3 |
| ED 3290 Assessment Lab: Literacy | 1.5 |
| SPE 3416 Assistive Technology | 3 |
| SPE 3417 Writing IEPs | 3415 Advanced Curriculum \& Assessment for Diverse Learners |
| ED 3750 Sheltered English Immersion | 3 |
| ED 3985 Education Capstone: Integrating Research Based Practices | 3 |
| Required SMK Coursework and Co-requisite Field Work: | 3 |
| SPE 3198 Pre-Practicum I: Special Education | 350 Specialized Instruction for Children with Learning Disabilities |
|  | 3 |
| SPE | 3 |
|  | 3 |

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| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| SPE 3455 Pre-Practicum II: Special Education | 1 |
| ED 3700 The Teaching of Reading / Field Observation | 3 |
| ED 3701 Field Observation and Participation | 1 |
| SPE 4563 Senior Practicum: Special Education | 9 |
| SPE 4563 SM Senior Practicum Seminar | 3 |
| Related SMK Requirements: | 4 |
| Any Gen Ed Science or BIOL 1057 Life Science for Educators | 3 |
| ENG 1180 Introduction to Literary Studies | 3 |
| MATH 1550 Quantification in School Mathematics | 3 |
| MATH 2550 Number Theory and Relationships for Teachers (Recommended) | 3 |
| MATH 3250 Pedagogy and Specialized Instruction in Mathematics |  |
| (Recommended) | 3 |
| PSY 2100 Adolescent Psychology | 3 |
| P\&H 1010 US History I | 3 |
|  | I |

## Registered Behavior Technician Track

Curry College offers a track within the Special Education major in Applied Behavior Analysis, leading to a national credential as a Registered Behavior Technician (RBT). This track prepares students as Special Education Paraprofessionals/Behavior Technicians, who teach and support both an academic and life skills curriculum all in the context of facilitating the development of behavioral and emotional skills.

The RBT certification process includes the acquisition of specific skills that are measured during the field experiences and a written knowledge test leading to the RBT credential. The

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RBT certification is recognized by public school settings, community-based clinical settings and ABA supports delivered in home-based settings.

Students in track two will take classes to support instruction and differentiation in literacy and mathematics across age ranges through Grade 8. Specific courses in positive behavior supports, and in assessment of student learning, data collection and analysis will intersect and allow students to participate in four semesters of field placements within local public school districts.

Students who successfully complete this track will graduate with a major in Special Education. This pairs well with a minor in Psychology through suggested elective courses.

Note: The career field requires additional coursework at the graduate level to advance to the $B C a B A$ and BCBA levels of certification and potentially to the Doctoral level for a BCBA - D certification.

| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| Prerequisite Coursework: | 1.5 |
| ED 1300 Competencies for the Prospective Educator | 3 |
| PSY 1400 Child Development | 3 |
| ED 2161 Educational Psychology | 3 |
| Core Coursework: | 3 |
| ED 2355 Children's Literature: A Gateway to the World | 3 |
| ED 2412 Strategies for the Effective Educator | 3 |
| ED 2420 School, Family and Community | 3 |
| SPE 2600 Introduction to Special Education | 3 |
| ED 2700 Early Childhood Language Arts and Literacy | 3 |
| SPE 3105 Institute on Learning Differences | 3 |
| ED 3150 Classroom Management | 3 |

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| CORE REQUIREMENTS | CREDITS |
| :---: | :---: |
| ED 3190 Classroom Assessment | 3 |
| ED 3290 Assessment Lab: Literacy | 1 |
| SPE 3416 Assistive Technology | 1.5 |
| SPE 3417 Writing IEPs | 1.5 |
| SPE 3511 Registered Behavior Technician Training Course I | 2 |
| SPE 3512 Registered Behavior Technician Training Course 2 | 2 |
| ED 3751 Supporting Multilingual Learners | 3 |
| ED 3985 Education Capstone: Integrating Research Based Practices | 3 |
| Required SMK Coursework and Co-requisite Field Work: |  |
| SPE 3451 Pre-Practicum I: Registered Behavior Technician | 1 |
| SPE 3350 Specialized Instruction for Children with Learning Disabilities | 3 |
| SPE 3415 Advanced Curriculum \& Assessment for Diverse Learners | 3 |
| SPE 3457 Pre-Practicum II: Registered Behavior Technician | 1 |
| ED 3700 The Teaching of Reading / Field Observation | 3 |
| ED 3701 Field Observation and Participation | 1 |
| SPE 4572 Senior Practicum: Registered Behavior Technician | 9 |
| SPE 4572 SM Senior Practicum Seminar | 0 |
| Related SMK Requirements: |  |
| BIOL 1057 Life Science for Educators | 4 |

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| CORE REQUIREMENTS | CREDITS |
| :--- | :--- |
| ENG 1180 Introduction to Literary Studies | 3 |
| MATH 1550 Quantification in School Mathematics | 3 |
| MATH 2550 Number Theory and Relationships for Teachers | 3 |
| MATH 3250 Pedagogy and Specialized Instruction in Mathematics | 3 |
| PHYS 1200 Physical Science for Educators | 4 |
| PHYS 2001 Robotics and Engineering Lab | 3 |
| PSY 2100 Adolescent Psychology | 3 |
| P\&H 1010 US History I | 3 |
| P\&H 2700 Thinking Historically about Contemporary US | 3 |

## Community Education (Major)

## COMMUNITY EDUCATION MAJOR

This major is based on the premise that strong communities are built and sustained when organizations align strategies to support the needs of children, youth, and families. Community organizations need leaders who are passionate about being a part of finding solutions to community problems through education, advocacy, and action.

Leadership in child, youth, and family-based community agencies and organizations requires knowledge grounded in a deep understanding of child and youth development, family systems, and a skill set for working with others to address community needs.

## Overview:

## A. Choose a focus area:

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Work in agencies and organizations that provide direct service and support to children, families, and youth including: Local \& national agencies and organizations such as Big Brothers Big Sisters of America, YMCA, Boys and Girls Clubs of America, Museums, The Arc, and Milton Early Childhood Alliance.

Mentorship of youth in community-based programs or residential settings, after school and youth development programs, community recreation programs, programs supporting atrisk youth, independence and life skills programs, group homes, and transition into the workplace and job training programs.

## Advocacy and Action

Work in agencies and organizations which provide education, support, and/or advocacy for children, youth and families in community-based settings including:

Local \& national advocacy - focused agencies and organizations:

## Policy Organizations

(Children's Trust, Coalition for the Homeless, Easter Seals, Massachusetts Strategies for Children)

## Advocacy and Education Organizations

(Norfolk County Sheriff's Child Advocacy Office, Norfolk Advocates for Children, Make a Wish Foundation, Brockton Area Multi-Service Agency, Massachusetts Strategies for Children, MA Department of Youth Services, Mass Advocates for Children, Special Olympics, Massachusetts Transgender Political Coalition, Greater Boston PFLAG, Youth on Fire)

## B. Choose a minor, concentration, or dual major.

Pair your education major with a minor, concentration, or pursue a dual major to deepen knowledge and skills which support career goals. Minors and concentrations can be chosen from within the Education department offerings or from another discipline or major at the college.

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| Suggested concentrations or <br> minors: |  |  |
| :--- | :--- | :--- |
| Critical Inequality Studies | Sociology | Survivor/Witness/Victim <br> Advocate |
| Social Work | Early Intervention | Psychology |
| Special Education | Sports \& Recreation <br> Mngt | Criminal Justice |
| Sports/Youth <br> Programming | Youth Advocacy | STEM Education (gr 1-6) |
| Science Education | Science | Art Therapy |
| Law \& Society | Coaching | Public Health and Wellness |
| Math Education |  |  |

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| CORE REQUIREMENTS FOR MAJOR | CREDITS |
| :--- | :--- |
| Prerequisite Coursework: | 3 |
| PSY 1400 Child Development | 3 |
| Core Coursework: | 3 |
| ED 1500 Foundations of Community Education | 3 |
| ED 2161 Educational Psychology | 3 |
| ED 2411 or | 3 |
| ED 2412 Strategies for the Effective Educator | 3 |
| ED 2420 School, Family \& Community | 3 |
| ED 2530 Education, Advocacy and Action | 3 |
| SPE 2600 Introduction to Special Education | 0 |
| ED 3530 Community Education: Context, Issues and Influences | 36 |
| ED 3985 Integrating Senior Seminar | 3 |
| Required Coursework and Co-requisite Field Work: | 3 |
| ED 2345 Field Observation/Participation 3 | 3 |
| ED 4568 Practicum: Community Based Program | 3 |
| ED 4568SM Practicum Seminar | 3 |
| Total: | 3 |

Students must minor in a related area that supports their career goals and aspirations.

## Education Programs

## Curry College

## EDUCATION DEPARTMENT CONCENTRATIONS AND MINORS

## EARLY INTERVENTION CONCENTRATION OR MINOR

This specialization prepares students to work in family - focused service organizations that support and promote the growth and development of children at risk of or with a diagnosed developmental delay (birth to age three) and their families.

A required field experience or internship provides hands-on opportunities to link theory to practice. This program is a MA Department of Public Health approved program in Higher Education.

| PRE-REQUISITE: |
| :--- |
| PSY 1400 Child Development |
| Required Coursework: |
| ED 2160 Foundations in Early Intervention: Principles and Practice |
| ED 2230 Infants and Toddlers |
| ED 2235 Early Assessment \& Intervention |
| ED 2420 School, Family, and Community |
| SPE 2600 Introduction to Special Education |
| ED 4569 Practicum: Community Based Setting (Education majors only) |
| Or |
| Complete an Internship via discipline /major |

## SPORTS/YOUTH RECREATION PROGRAMMING CONCENTRATION OR MINOR

The Sports/Youth Recreation and Programming concentration/minor offers a rich blend of

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developmental theory, best practices in youth development, and business principles to prepare students for entry level positions in community-based recreation programs and youth development programs.

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

## YOUTH ADVOCACY CONCENTRATION OR MINOR

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

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| REQUIRED COURSEWORK: |
| :--- |
| Education |
| ED 2455 Programming for Positive Youth Dev. |
| SPE 2600 Introduction to Special Education |
| ED 3510 Community Leadership |
| Additional Coursework: |
| Choose 9 credits from 3 different areas/disciplines |
| Psychology |
| PSY 2100 Adolescent Psychology |
| PSY 2250 Psychology of Family Life |
| PSY 2800 Social Psychology |
| Sociology / Criminal Justice |
| SWK 2410 Working with Individuals |
| SOC 2420 Working with Groups and Communities |
| SOC 3390 Crisis Intervention |
| Politics and History |
| P\&H 1050 US Politics |
| P\&H 2500 State and Local Politics |
| Communications |

## Curry College

## EDUCATION MINOR (General)

Students may choose from a set of approved courses (15 credits) which allows exploration in select coursework in Education.

| (PRE-REQUISITE: PSY 1400 CHILD DEVELOPMENT) |
| :--- |
| Choose 15 credits from the following courses: |
| ED 2160 Foundations in Early Intervention: Principles and Practice |
| ED 2161 Educational Psychology |
| ED 2230 Infants and Toddlers |
| ED 2235 Early Assessment and Intervention |
| ED 2301 Children in the Center in Nottingham |
| ED 2354 Creative Arts in Early Childhood |
| ED 2355 Children's Literature: A Gateway to the World |
| ED 2411 Strategies for the Effective Educator: Early Childhood |
| ED 2412 Strategies for the Effective Educator: Elementary and Secondary |
| ED 2420 School, Family and Community |
| ED 2510 Guiding Behavior |
| SPE 2600 Introduction to Special Education |
| ED 2700 Early Childhood Language Arts and Literacy |
| ED 3510 Community Leadership |

## MATHEMATICS EDUCATION MINOR

A minor in Math Education is available through the Math Department (see Mathematics

## Curry College

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

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

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

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

|  | CREDITS |
| :--- | :--- |
| Requirements for the Mathematics Education minor: |  |
| MATH 1550 Quantification in School Mathematics | 3 |
| MATH 2550 Number Theory and Relationships for Teachers | 3 |
| MATH 3250 Pedagogy and Specialized Instruction in Mathematics | 3 |
| MATH 1150 Statistics I | 3 |
| AND | 3 |
| MATH 1190 College Algebra |  |
| OR |  |
| MATH 2130 Calculus I |  |
| OR |  |
| MATH 2140 Calculus II |  |

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## STEM EDUCATION MINOR

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

|  | CREDITS |
| :--- | :--- |
| BIOL 1057 Life Science for Educators | 4 |
| PHYS 1200 Physical Science for Educators | 4 |
| MATH 2550 Number Theory and Relationships for Teachers | 3 |
| ENVS 2215 Environmental Science | 4 |
| PHYS 2001 Intro to Robotics and Engineering Concepts (Lab) | 1 |
| SCI 1030 Astronomy | 4 |
|  | 20 |

## SCIENCE EDUCATION MINOR

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

## Curry College

|  | CREDITS |
| :--- | :--- |
| BIOL 1057 Life Science for Educators | 4 |
| PHYS 1200 Physical Science for Educators | 4 |
| PHYS 2001 Intro to Robotics with Engineering Concepts | 1 |
| PHYS 2010 Physics I: Mechanics | 4 |
| ENVS 2215 Environmental Science | 4 |
| CHEM 1001/1002 Chemical Concepts | 4 |
|  | 21 |

## SPECIAL EDUCATION MINOR

|  | CREDITS |
| :--- | :--- |
| SPE 2600 Introduction to Special Education | 3 |
| SPE 3105 Learning Differences Institute | 2 |
| SPE 3350 Specialized Instruction for Students with Special Needs | 3 |
| SPE 3415 Advanced Curriculum and Assessment for Diverse Learners | 3 |
| SPE 3416 Assistive Technology | 1.5 |
| SPE 3417 Writing IEPs | 1.5 |
|  | 14 |

## General Education Programs

## GENERAL EDUCATION PROGRAM

Curry College's General Education Program is based on our belief in the power and potential of the liberal arts to prepare students to engage in successful careers and active citizenship with a global perspective. It is rooted in the Association of American Colleges and Universities Liberal Education \& America’s Promise (LEAP) Challenge, and is designed to develop the skills needed to participate in the 21st century economy-skills that employers and professors value: global knowledge, effective written and oral communication, critical thinking, information literacy, quantitative reasoning, intercultural sensitivity, teamwork and ethical judgment. For more information on the program as a whole, see "General Education Curriculum" in Academic Policies and Procedures.

Most of the courses in the curriculum are discipline-specific but two of the required courses have GEN prefixes and are purposely and thoroughly interdisciplinary. The first of these, GEN 1000 First Year Inquiry Seminar, introduces students to thinking in the liberal arts through examination of topical, relevant, real-world issues. The second is GEN 3001 Gen Ed Capstone, which applies prior learning in the 4 Breadth areas to the study of an interdisciplinary topic and culminates with an integrative project. Topics for both GEN 1000 and GEN 3001 change each semester. Descriptions can be found in the Course Selection Guide or on the portal.

In addition to supporting the General Education curriculum, the Program also offers minors in Black Studies, International Studies, and Spanish as well as courses in English, Foreign Language \& Culture, Politics \& History, and Philosophy \& Religious Studies.

## General Education Core

Six courses comprise the General Education Core. Of these, Curry Launch must be taken during the student's first semester at Curry and First Year Inquiry, Reading, Writing 8 Research I, and Reading, Writing \& Research II must be taken during the first year. The Communication and Quantitative Reasoning requirements must be completed by the time the student earns 60 credits and the General Education Capstone cannot be taken until the student earns at least 60 credits.

## First Year Inquiry - GEN 10003 credits

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

## Curry Launch - GEN 10011 credit

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

## Breadth

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

## International/Global Interdependence

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

## Diversity/Inclusion

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

## General Education Capstone - GEN 3001-3 credits

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

## Active Learning

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

## Wellness

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

## Enhancements

## Curry College

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

## E-Portfolio

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

## GENERAL EDUCATION CURRICULUM

|  | REQUIREMENT | CREDITS |
| :---: | :---: | :---: |
| GEN ED Core 19 total credits | Taken in First Semester |  |
|  | Curry Launch | 1 credit |
|  | Taken in First Year |  |
|  | First Year Inquiry | 3 credits |
|  | Reading, Writing \& Research I | 3 credits |
|  | Reading, Writing \& Research II | 3 credits |
|  | Taken by Fourth Semester |  |
|  | Communication | 3 credits |
|  | Quantitative Reasoning/Math | 3 credits |
|  | Taken after 60 Credits |  |
|  | GEN ED Capstone | 3 credits |
|  | One course in each of the following: |  |

## Curry College

| Breadth <br> Requirements <br> 16-17 total <br> credits | The Sciences | 4 credits |
| :---: | :---: | :---: |
|  | The Arts | 3 credits |
|  | The Humanities | 3 credits |
|  | The Social Sciences | 3 credits |
|  | One course in any Breadth area | 3-4 credits |
| Global <br> Diversity <br> Requirement <br> 9 total Credits | Global Interdependence | 3 credits |
|  | Diversity/Inclusion | 3 credits |
|  | One course in the following: |  |
|  | Global or Diversity | 3 credits |
| Active <br> Learning <br> 0-3 total <br> credits | Demonstrated through successful completion of coursework or an approved co-curricular experiences \& evidenced in ePortfolio | $\begin{aligned} & 0-3 \\ & \text { credits } \end{aligned}$ |
| Wellness | Demonstrated through successful completion of Curry Launch, a wellness course, or an approved co-curricular experiences $\mathcal{\&}$ evidenced in ePortfolio | $\begin{aligned} & 0-3 \\ & \text { credits } \end{aligned}$ |
| Enhancements O total credits | One course in each of the following: |  |
|  | Information Literacy Enhanced | 0 credits |
|  | Quantitative Literacy Enhanced | 0 credits |
|  | Reading/Writing Enhanced | 0 credits |

## Black Studies (Minor)

## Curry College

## BLACK STUDIES (Minor)

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

## Program Learning Outcomes

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

## Curry College

|  | CREDITS |
| :--- | :--- |
| BLKS/P\&H 2450 Introduction to African-American Cultures | 3 |
| BLKS 3900 Senior Seminar: The Black Diaspora Special Topics | 3 |
| Choose three of the following electives: | 9 |
| BLKS/P\&H 2000 Contemporary Black Worlds | 3 |
| BLKS/ENG 2150 African-American Literature | 3 |
| BLKS/P\&H 2330 African-American History | 3 |
| BLKS/P\&H 2492 African-American Cinema | 3 |
| BLKS/ WRIT 2250 Black Voices Matter: Black Lives, Rhetorics, and Literacies | 3 |
| BLKS/SOC 3600 Chocolate Cities | 3 |
| BLKS 3450/4100 Internship or Independent Reading | 3 |

## International Studies (Minor)

## INTERNATIONAL STUDIES (Minor)

The International Studies Minor is the first minor at Curry College that students can complete entirely with General Education courses. That means with proper planning, students can get the minor without taking any additional coursework and as such, can pursue the minor no matter their major and the number of credits it requires. The minor encourages students to think of the world through multiple (as opposed to just national) lenses of identity and to understand the complexities of global economic, political, historical, geographical, and cultural systems, institutions, and motivations. As such, the minor coursework prepares students to participate in an increasingly interconnected world.

## Program Learning Outcomes

## Curry College

- Develop a toolkit for approaching, analyzing, and understanding international issues, events, and realities that includes knowledge of geography, history, and political economy
- Identify motivations and patterns in action undertaken by individuals, groups, nation states, and non-state actors utilizing knowledge of contemporary and historical political realities, structures, theories, and ideologies
- Understand the impact of institutions on the contemporary world order
- Recognize oneself as a global citizen and one's own community and the communities of others as cultural and historical spaces in which globalization occurs and is contested
- Become internationally culturally competent through exposure to and study of cultural artifacts


## Curry College

|  | CREDITS |
| :--- | :--- |
| Requirements 9-12 credits | 3 |
| GEN 2200 Introduction to International Studies | 3 |
| Internationally-themed course designated as satisfying Arts or Humanities <br> Breadth (from list below) | 3 |
| Course designated as satisfying General Education Global/International* | $0-3$ |
| Integrating Experience** | 3 |
| One of the following (3-6 credits) | 3 |
| Course designated as satisfying General Education Global/International | 3 |
| Internationally-themed course designated as satisfying Arts Breadth (from <br> list below) | 3 |
| Internationally-themed course designated as satisfying Humanities Breadth |  |
| (from list below) | 3 |
| Internationally-themed course designated as satisfying Social Science |  |
| Breadth (from list below) | 3 |
| Internationally-themed course designated as satisfying Diversity/Inclusion <br> (from list below) | 3 |
| Internationally-themed GEN 1000 (as determined by the Gen Ed Curriculum <br> Committee upon request of student or instructor) | 3 |

*For the purposes of the minor, Foreign Language courses are not included among the Global courses, but can be included as Humanities courses.
${ }^{* *}$ An integrating experience is essentially a capstone experience for the minor. The following are options for satisfying this requirement:

## Curry College

- Semester-long study abroad/study away - the experience of immersion in a different culture satisfies this requirement regardless of any coursework associated with the experience. The students do not receive credit for this experience, but they can apply any appropriate coursework to other minor requirements with approval (also satisfied Active Learning)
- A qualifying 3 credit internship (also satisfies Active Learning) (approval of GECC required)
- A qualifying 3 credit independent research project (also satisfies Active Learning; approval of GECC required)
- A qualifying project in Gen Ed Capstone (approval of GECC and Capstone instructor required)
- Proficiency in a foreign language (proficiency as determined by a CLEP test or other external standard and foreign meaning not one's first language)

General Education Courses Approved for Inclusion in International Studies Minor

## General Education Programs

## SPANISH (Minor)

Spanish is the official language in 21 countries, making it the third most widely used language in the world. More than $10 \%$ of the United States is of Spanish-speaking descent and that number is increasing rapidly. The ability to communicate in Spanish and understand the cultures of the Spanish-speaking world is growing in importance for a variety of professions.

Students minoring in Spanish are encouraged to take a Spanish culture course and to consider studying abroad. Before credits/ programs from outside Curry can be accepted toward a minor, they must be approved by the General Education Program.

## Learning Outcomes for the Spanish Minor:

Upon completion of the Spanish Minor, students will be able to:

- Initiate and maintain conversations in Spanish on everyday topics in a variety of personal and professional situations.
- Compose short, informal writings in Spanish with comprehensible output.


## Curry College

- Read, comprehend and analyze a variety of simple texts in Spanish.
- Demonstrate an understanding of the diversity of cultures in the Spanish-speaking world, as well as the contributions of Spanish-speakers to world cultures.

| REQUIREMENTS FOR SPANISH MINOR: | CREDITS |
| :--- | :--- |
| SPAN 2010 Intermediate Spanish I | 3 |
| SPAN 2020 Intermediate Spanish II | 3 |
| SPAN 3010 Spanish Composition \& Conversation I | 3 |
| SPAN 3020 Spanish Composition \& Conversation II | 3 |
|  | $\mathbf{1 2}$ |

## General Education Programs

## INDIVIDUAL INITIATED MAJOR/MINOR

## INDIVIDUALLY INITIATED MAJOR

An individually initiated major (IIM) provides an opportunity for students to develop a major that demonstrates a depth of learning and a unique combination of two or more subject areas. With the assistance of faculty advisors, the student designs a coherent sequence of studies selected from academic areas or subjects listed in the College Catalog. Such study allows a student freedom in constructing a unique major that encourages creative synthesis of inter-relationships across disciplines. Adherence to the steps and deadlines outline below is critical to timely completion of the student's degree.

## Initiation of IIM request:

The request for an IIM should originate in conversation between the student and the academic advisor. Together, they consider whether or not this curriculum plan makes sense in light of the student's goal. The student should review requirements in the College Catalog, complete the IIM Contract found on the Registrar portal tab, and meet with key personnel whose signatures are required.

The IIM Contract must be submitted by the student's academic advisor to the Undergraduate

## Curry College

Curriculum Committee (UCC) chair before completion of 60 credits of undergraduate work. Most often, this would be in the spring semester of the sophomore year. Transfer students entering with more than 60 credits must submit an IIM Contract in the first semester of matriculation at the College. Transfer students may need more than the usual number of semesters to complete the IIM requirements.

## Qualifications for the IIM:

The student demonstrates a cumulative grade point average of at least 3.0 and has earned fewer than 60 credits.

## Administration of the IIM Process:

The student meets with the academic advisor to develop an IIM Contract. The academic advisor forwards the student's completed IIM Contract to the Undergraduate Curriculum Committee (UCC) chair prior to completing 60 credits of study.

Any changes in the IIM are for extenuating circumstances only and must be requested on the IIM Adjustment Form found on the Registrar portal tab and submitted by the faculty advisor to UCC for approval. Copies of a UCC-approved IIM are forwarded to the Registrar as well as to the student and academic advisor by the UCC chair.

## Structure of the IIM:

Structure of the IIM will contain at least 45 credits, distributed across two or three academic areas. Each of two areas will be represented with $18-24$ credits. If a third area is selected, it should be developed as the equivalent of a minor area of study, with 12 credits of course work. The IIM must include 2000/3000/4000 level courses and a minimum of one 3000+ level course from each of the academic areas included in the major.

The IIM must also contain an appropriate integrative capstone course to demonstrate that the goals of the curriculum plan have been achieved. Students are encouraged to include internships and/or 4000 level independent learning experiences.

It is the responsibility of the Department Chairpersons, faculty advisors, and UCC to ensure that the IIM has academic integrity, meets the requirements and expectations of the respective departments, and fulfills the mission objectives of the College.

## IIM Forms:

The IIM Contract and the IIM Adjustment forms are available on the Registrar portal tab.

## Individually Initiated Minor (IIMinor)

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An individually initiated minor (IIMinor) provides an opportunity for students to develop a minor that demonstrates learning and a unique combination of two or more subject areas. With the assistance of faculty advisors, the student designs a coherent sequence of studies selected from academic areas or subjects listed in the College Catalog. Such study allows a student freedom in constructing a unique minor that encourages creative synthesis of interrelationships across disciplines. Adherence to the steps and deadlines outline below is critical to timely completion of the student's degree.

## Initiation of IIM request:

The request for an IIMinor should originate in conversation between the student and the academic advisor. Together, they consider whether or not this curriculum plan makes sense in light of the student's goal. The student should review requirements in the College Catalog, complete the IIMinor Contract found on the Registrar portal tab, and meet with key personnel whose signatures are required.

The IIMinor Contract must be submitted by the student's academic advisor to the Undergraduate Curriculum Committee (UCC) chair before completion of 75 credits of undergraduate work. Most often, this would be in the spring semester of the sophomore year. Transfer students entering with more than 75 academic credits must submit an IIMinor Contract in the first semester of matriculation at the College. Transfer students may need more than the usual number of semesters to complete the IIMinor requirements.

## Qualifications for the IIMinor:

The student demonstrates a cumulative grade point average of at least 2.75 and has earned fewer than 75 credits.

## Administration of the IIMinor Process:

The student meets with the academic advisor to develop an IIMinor Contract. The academic advisor forwards the student's completed IIMinor Contract to the Undergraduate Curriculum Committee (UCC) chair prior to completing 75 credits of study.

Any changes in the IIMinor are for extenuating circumstances only and must be submitted on the IIMinor Adjustment Form by the faculty advisor to UCC for approval. Copies of a UCCapproved IIMinor are forwarded to the Registrar as well as to the student and academic advisor by the UCC chair.

## Structure of the IIMinor:

The IIMinor will contain at least 15 credits, distributed across at least two academic areas with a minimum of nine credits at the 2000 and 3000 level. The IIMinor must include a minimum of three credits at the $3000+$ level.

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It is the responsibility of the Department Chairpersons, faculty advisors, and UCC to ensure that the IIMinor has academic integrity, meets the requirements and expectations of the respective departments, and fulfills the mission objectives of the College.

## IIMinor Forms:

The IIMinor Contract and the IIMinor Adjustment forms are available on the Registrar portal tab.

## Natural Sciences \& Mathematics Programs

## BIOCHEMISTRY

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

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

## Program General Goals:

The general goals of the Biochemistry major are to:

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


## Curry College

- Prepare students to be skilled in the proper procedures and practices for safe handling and the use of chemicals.


## Program Learning Outcomes

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

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

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

## Honors in Biochemistry

To qualify for honors in Biochemistry the following criteria must be met:

- Maintain a 3.5 GPA overall + 3.5 GPA in Biochemistry major
- Complete application (Recommendation from faculty)
- Complete the Science Communications course with B+ or better
- Complete Independent Research course with B+ or better
- Complete Honors Research + Senior Honors Thesis (4 cr) with a B+ or better.


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| BIOCHEMISTRY MAJOR REQUIREMENTS | CREDITS |
| :---: | :---: |
| Requirements in Related Areas: |  |
| CHEM 1010, 1110 Introductory Chemistry I, with Laboratory | 4 |
| CHEM 1020, 1120 Introductory Chemistry II, with Laboratory | 4 |
| BIOL 1055 Introduction to Organisms | 4 |
| BIOL 1065 Introduction to Molecules and Cells | 4 |
| PHYS 2010 Physics I | 4 |
| PHYS 2020 Physics II | 4 |
| MATH 2130 Calculus I | 3 |
| MATH 2140 Calculus II | 3 |
| Total | 30 |
| Requirements for Biochemistry Major: |  |
| CHEM 2510, 2610 Organic Chemistry I, with Laboratory | 4 |
| CHEM 2520, 2620 Organic Chemistry II, with Laboratory | 4 |
| BIOL 2100 Genetics (includes lab) | 4 |
| BIOL 3030 Cell Biology (includes lab) | 4 |
| CHEM 3570, 3670 Biochemistry I, with Laboratory | 4 |
| CHEM 3580, 3680 Biochemistry II, with Laboratory | 4 |
| CHEM 2710, 2810 Physical Chemistry, with Laboratory | 4 |
| CHEM 2900 or CHEM 4010 | 1 |

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| BIOCHEMISTRY MAJOR REQUIREMENTS | CREDITS |
| :--- | :--- |
| CHEM 2910 Inorganic Chemistry | 3 |
| CHEM 2030, 2130 Analytical Chemistry, with Laboratory | 4 |
| BIOL 3075 Advanced Physiology (includes lab) | 4 |
| CHEM 3800 Biochemistry, Special Topics | 3 |
| CHEM 3500 Junior Seminar | 1 |
| CHEM 3900 Senior Seminar | 1 |
| BIOL 4000 Research Communication I | 1 |
| BIOL/CHEM Elective (See list below) | $3-4$ |
| Total | $49-50$ |
| Biochemistry Elective (choose from the following list) | 3 |
| BIOL 2030 Human Disease | 3 |
| BIOL 2040, 2140 Microbiology for Science Majors (Includes Laboratory) | 4 |
| BIOL 2050 Animal Behavior | 3 |
| BIOL 2060 Exercise Physiology | 3 |
| BIOL 2300 Bioinformatics 2215 Environmental Science (Includes Laboratory) | 4 |
|  | 3 |
| BIOL 2310 Field Ecology (includes Laboratory) | 3 |
| BIOnced Environmental Science | 3 |

## Curry College

| BIOCHEMISTRY MAJOR REQUIREMENTS | CREDITS |
| :--- | :--- |
| BIOL 3050 Immunology | 3 |
| BIOL 3060 Cancer Biology | 3 |
| CHEM 2900 Independent Research | $1-2$ |

## Natural Sciences \& Mathematics Programs

## BIOLOGY

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

## Program Learning Outcomes

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

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

## Curry College

A. Ability to apply the process of science: biology is evidence-based and grounded in the formal practices of observation, experimentation, and hypothesis testing
B. Ability to use quantitative reasoning: biology relies on applications of quantitative analysis and mathematical reasoning
C. Ability to use modeling and simulation: biology focuses on the study of complex systems.
D. Ability to utilize, communicate with, and collaborate with other disciplines: biology is an interdisciplinary, collaborative science.
E. Ability to understand the relationship between science and society: biology is conducted in a societal context.

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

 prerequisite courses.
## Honors in Biology

To qualify for honors in Biochemistry the following criteria must be met:

- Maintain a 3.5 GPA overall + 3.5 GPA in Biochemistry major
- Complete application (Recommendation from faculty)
- Complete the Science Communications course with B+ or better
- Complete Independent Research course with B+ or better
- Complete Honors Research + Senior Honors Thesis (4 cr) with a B+ or better

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

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

## Curry College

| PREREQUISITES: | CREDITS |
| :---: | :---: |
|  | 8 |
| Core Requirements for Biology Major: |  |
| BIOL 2040, 2140 Microbiology for Science Majors (includes Laboratory) | 4 |
| BIOL 2100 Genetics (includes Laboratory) | 4 |
| BIOL 3030 Cell Biology (includes Laboratory) | 4 |
| BIOL 3120 Evolution and Genomics | 3 |
| BIOL 4000 Research Communication | 1 |
| BIOL 2900 or BIOL 4010 Independent Research in Biology | 1 <br> (minimum) |
| BIOL 3500 Junior Seminar | 1 |
| BIOL 3900 Senior Seminar | 1 |
| BIOL Electives (choose from the following list; 1 course must be at the 3000-level, 1 course must include a laboratory) | 10-12 |
| BIOL 2030 Human Disease | 3 |
| BIOL 2050 Animal Behavior | 3 |
| BIOL 2060 Exercise Physiology | 3 |
| BIOL 2300 Bioinformatics | 3 |
| BIOL 2310 Field Ecology (includes Laboratory) | 4 |
| BIOL 2330 Aquatic Biology (includes Laboratory) | 4 |
| BIOL 2900 Independent Research in Biology | 1-2 |

## Curry College

| PREREQUISITES: | CREDITS |
| :---: | :---: |
| BIOL 3050 Immunology | 3 |
| BIOL 3060 Cancer Biology | 3 |
| CHEM 3570/3580 Biochemistry I (includes Laboratory) | 4 |
| CHEM 3580/3680 Biochemistry II (includes Laboratory) | 4 |
| CHEM 3800 Biochemistry, Special Topics | 3 |
| ENVS 2215 Environmental Science (Includes Laboratory) | 4 |
| ENVS 3210 Advanced Environmental Science | 3 |
|  | 29-31 |
| Requirements in Related Areas: |  |
| CHEM 1010, 1110 Introductory Chemistry I, with Laboratory | 4 |
| CHEM 1020, 1120 Introductory Chemistry II, with Laboratory | 4 |
| CHEM 2510, 2610 Organic Chemistry I, with Laboratory | 4 |
| CHEM 2520, 2620 Organic Chemistry II, with Laboratory | 4 |
| PHYS 2010 Introduction to Mechanics, with Laboratory | 4 |
| PHYS 2020 Electricity and Magnetism, with Laboratory | 4 |
| MATH 1150 Statistics I | 3 |
| MATH 2130 Calculus I | 3 |
| MATH 2140 Calculus II | 3 |
|  | 33 |

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## BA DEGREE:

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

| BA IN BIOLOGY CURRICULUM | CREDITS |
| :--- | :--- |
| Prerequisites: | 4 |
| BIOL 1055 Introduction to Organisms (includes Laboratory) | 4 |
| BIOL 1065 Introduction to Molecules and Cells (includes Laboratory) | $\mathbf{8}$ |
|  | 4 |
| REQUIREMENTS FOR BIOLOGY MAJOR: | 4 |
| Core Requirements | 4 |
| BIOL 2040, 2140 Microbiology for Science Majors (includes Laboratory) | 3 |
| BIOL 2100 Genetics (includes Laboratory) | 1 |
| BIOL 3120 Evolution and Genomics | 4 |
| BIOL 3900 Biology Seminar (1 credit) | 4 |

Students must complete a minimum of 12 additional elective credits at the 2000/3000level according to the following criteria. A minimum of 3 credits must be taken at the 3000-level in addition to BIOL 3120.

|  | CREDITS |
| :--- | :--- |
| Biology Electives: (Choose from the following list): | 3 |
| BIOL 2030 Human Disease |  |

## Curry College

| BIOL 2050 Animal Behavior | 3 |
| :---: | :---: |
| BIOL 2060 Introduction to Exercise Physiology | 3 |
| BIOL 2300 Bioinformatics | 3 |
| BIOL 2310 Field Ecology (includes Laboratory) | 4 |
| BIOL 2330 Aquatic Biology (includes Laboratory) | 4 |
| BIOL 2520 Nutrition | 3 |
| BIOL 2900 Independent Research in Biology | 1-2 |
| BIOL 3030 Cell Biology (includes Laboratory) | 4 |
| BIOL 3050 Immunology | 3 |
| BIOL 3060 Cancer Biology | 3 |
| BIOL 3075 Advanced Physiology (includes Laboratory) | 4 |
| BIOL 3210 Advanced Environmental Science | 3 |
| CHEM 3570/3670 Biochemistry I (includes Laboratory) | 4 |
| CHEM 3580/3680 Biochemistry II (includes Laboratory) | 4 |
| ENVS 2215 Environmental Science (Includes Laboratory) | 4 |
| REQUIREMENTS IN RELATED AREAS: |  |
| CHEM 1010, 1110 Introductory Chemistry I, with Laboratory | 4 |
| CHEM 1020, 1120 Introductory Chemistry II, with Laboratory | 4 |
| CHEM/PHYS Electives (2000 or 3000 level), with Laboratory | 8 |
| MATH 1150 Statistics I \& MATH 1190 (College Algebra) or MATH 2130 (Calculus I) | 6 |


|  | 22 |
| :--- | :--- |

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

## Natural Sciences \& Mathematics Programs

## ENVIRONMENTAL SCIENCE MAJOR

Students interested in climate science, conservation, or environmental planning and policy are well suited to select Environmental Science as their major of study. This Bachelor of Science degree will produce professionals who can solve complex environmental challenges and sustainability issues at a time when the demand for experts in the field continues to grow.

## Program Learning Outcomes

Upon completion of the Environmental Science major students will be able to:

1. Demonstrate mastery of foundational knowledge in the physical, chemical, and biological sciences pertaining to Earth's systems and how they function
2. Apply the scientific process by undertaking independent research on environmental issues using appropriate quantitative and qualitative research methods
3. Articulate the complex nexus between humans and their environment, applying knowledge from disciplines such as history, economics, psychology, the arts, law, literature, politics, sociology, philosophy, and religious studies
4. Effectively communicate environmental science in multiple forms, including written, oral, and visual, to diverse audiences (i.e. general public, policymakers, scientists)
5. Articulate their individual values relative to sustainability and incorporate the perspectives of diverse cultures on a local to global scale

## Honors in Environmental Science

To qualify for honors in Environmental Science the following criteria must be met:

- Maintain a 3.5 GPA overall + 3.5 GPA in Environmental Science major


## Curry College

- Complete application (Recommendation from faculty)
- Complete the Science Communications course with B+ or better?
- Complete Independent Research course with B+ or better
- Complete Honors Research + Senior Honors Thesis (4 cr) with a B+ or better

| ENVIRONMENTAL SCIENCE CURRICULUM | CREDITS |
| :---: | :---: |
| PREREQUISITES: |  |
| BIOL 1055 Introduction to Organisms (includes Laboratory) | 4 |
| BIOL 1065 Introduction to Molecules and Cells (includes Laboratory) | 4 |
|  | 8 |
| REQUIREMENTS FOR ENVIRONMENTAL SCIENCE MAJOR: |  |
| Core Requirements |  |
| BIOL 2300 Field Ecology (includes Laboratory) | 4 |
| BUS 2170 Environmental Economics | 3 |
| CHEM 2030/2130 Analytical Chemistry (includes Laboratory) | 4 |
| CHEM 2510/2610 Organic Chemistry I (includes Laboratory) | 4 |
| ENVS 2215 Environmental Science (includes Laboratory) | 4 |
| ENVS 2300 Geospatial Analysis | 3 |
| ENVS 3210 Advanced Environmental Science | 3 |
| ENVS 3500 Junior Seminar |  |
| ENVS 3900 Junior and Senior Seminar | 2 |
| ENVS 2900 or ENVS 4010 | 1 (minimum) |

## Curry College

| ENVIRONMENTAL SCIENCE CURRICULUM | CREDITS |
| :---: | :---: |
| SOC/CJ 2505 Environmental Law, Crime \& Justice | 3 |
| SOC 2090 Climate Justice | 3 |
|  | 37 |
| Students must complete a minimum of 16 additional 2000/3000-level: | credits at |
| BIOL 2040/2140 Microbiology (includes Laboratory) | 4 |
| BIOL 2050 Animal Behavior | 3 |
| BIOL 2100 Genetics (includes Laboratory) | 4 |
| BIOL 2300 Bioinformatics | 3 |
| BIOL 2330 Aquatic Biology (includes Laboratory) | 4 |
| BIOL 3120 Evolution \& Genomics | 3 |
| CHEM 2520/2620 Organic Chemistry II (includes Laboratory) | 4 |
| CHEM 3570/3670 Biochemistry I (includes Laboratory) | 4 |
| ENVS 2900 or ENVS 4010 | 3-6 |
| MATH 3200 Mathematical Modeling | 3 |
| PRS 2410 Environmental Ethics | 3 |
|  | 16 |
| REQUIREMENTS IN RELATED AREAS: |  |
| CHEM 1010/1110 Introductory Chemistry I (includes Laboratory) | 4 |
| CHEM 1020/1120 Introductory Chemistry II (includes Laboratory) | 4 |

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| ENVIRONMENTAL SCIENCE CURRICULUM | CREDITS |
| :--- | :--- |
| PHYS 2010 Introductory Physics I (includes Laboratory) | 4 |
| PHYS 2020 Introductory Physics II (includes Laboratory) | 4 |
| MATH 1150 Statistics I | 3 |
| MATH 2150 Statistics II | 3 |
| MATH 1190 College Algebra OR | 3 |
| MATH 2130 Calculus I | 25 |
|  |  |

## ENVIRONMENTAL STUDIES MINOR

With the ever-increasing awareness of the impact of humans on the environment an informed citizenry is essential. The environmental studies minor is appropriate for students who wish to assume leadership roles in their communities, in business and government, and in conservation organizations. Students will acquire skills useful in the work place, including sampling techniques, collecting and understanding data, methods of effecting political change, and understanding regulatory compliance, with an emphasis on criticizing and synthesizing ideas and information.

## Program Learning Outcomes

- Demonstrate foundational knowledge in the physical, chemical, and biological sciences pertaining to Earth's systems and how they function
- Effectively communicate environmental science concepts and policies in multiple forms, including written, oral, and visual, to diverse audiences (i.e. general public, policymakers, scientists)
- Evaluate some of the scientific, social, political, economic and ethical reasons for and consequences of human influences on the environment


## Curry College

| REQUIRED COURSES | CREDITS |
| :--- | :--- |
| ENVS 2215 Environmental Science (includes Laboratory) | 4 |
| ENVS 3210 Advanced Environmental Science | 3 |
| SOC 2505 Environmental Law, Crime and Justice | 3 |
| Two elective courses from the below options | 4 |
| BIOL 2310 Field Ecology (includes Laboratory) | 4 |
| BIOL 2330 Aquatic Biology (includes Laboratory) | 3 |
| BUS 2170 Environmental Economics | 4 |
| CHEM 2030/2130 Analytical Chemistry (includes Laboratory) | 3 |
| ENVS 2300 Geospatial Analysis | 3 |
| ENVS 4010 Independent Research in Environmental Science | 3 |
| SOC 2090 Climate Justice | $16-18$ |
| PRS 2410 Environmental Ethics | 3 |
|  |  |

*alternatives may be discussed

## Natural Sciences \& Mathematics Programs

## FORENSIC SCIENCE

The Bachelor of Science in Forensic Science is an interdisciplinary program that blends the sciences with curriculum from criminal justice and psychology and prepares graduates for positions working as crime science or lab technicians, and specialized positions including crime scene investigation, Forensic DNA, Forensic chemistry, trace evidence, firearms examination, questioned document, fingerprints, arson, and drug analysis.

## Curry College

This degree is intended to provide students with a well-rounded, hands-on forensic science education in order to prepare students for entrance into a graduate-level educational program, and/or entry-level professional careers in public and private forensic laboratories, federal, state, or local government/law enforcement, military, homeland security and intelligence agencies.

Features of this program include curriculum that offers hands-on training with crime scene techniques and crime laboratory methodologies, simulated crime scene projects, and courses taught by current and/or former professional practitioners from various agencies and laboratories.

## Program Learning Outcomes

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

1. Demonstrate the integrated knowledge of the core sciences in the Forensic Sciences (as defined by FEPAC). These core sciences are:
a. Biology
b. Chemistry
c. Physics
d. Mathematics
2. Demonstrate a core set of competencies and professional practice in the forensic sciences (as defined by FEPAC). These core competencies are:
a. Evidence identification, collection, processing
b. Quality assurance
c. Ethics
d. Introduction to law
e. Courtroom testimony
f. Professional practice
3. Students graduating from the program will have gained the following skillsets:
a. Demonstrate knowledge of a variety of forensic science disciplines (see Program Learning outcome 1) and utility in the court of law.

## Curry College

b. Ability to identify, document, and collect evidentiary material in accordance to the standards outlined by NIST (National Institute of Standards and Technology), OSAC (Organization of Scientific Area Committees for Forensic Science) and the International Association for Identification (IAI).
c. Ability to process physical, biological, chemical, toxicological, and other evidence as done in a fully accredited crime laboratory or medical examiner office.
d. Ability to interpret and analyze data objectively as to not insight bias.
e. Ability to communicate scientific evidence to a broader community via written report and oral testimony.
f. Ability to apply scientific practice to the criminal justice system through the formal practices of hypothesis testing, experimentation, and data analysis.

Grade Minimum: Forensic Science majors must earn a minimum grade of C - in all science pre-requisite and requisite courses. Note: For course descriptions outside of Forensic Science please see the respective department listings.

## Honors in Forensic Science

To qualify for honors in Forensic Science the following criteria must be met:

- Maintain a 3.5 GPA overall + 3.5 GPA in Forensic Science major
- Complete application (Recommendation from faculty)
- Complete the Science Communications course with B+ or better
- Complete Independent Research course with B+ or better
- Complete Honors Research + Senior Honors Thesis (4 cr) with a B+ or better

| FORENSIC SCIENCE CURRICULUM | CREDITS |
| :--- | :--- |
| PREREQUISITES: | 4 |
| BIOL 1055 Introduction to Organisms (includes Laboratory) | 4 |
| BIOL 1065 Introduction to Molecules and Cells (includes Laboratory) |  |

## Curry College

| FORENSIC SCIENCE CURRICULUM | CREDITS |
| :---: | :---: |
| CHEM 1010, 1110 Introductory Chemistry I, with Laboratory | 4 |
| CHEM 1020, 1120 Introductory Chemistry II, with Laboratory | 4 |
| FSC 1010 Introduction to the Forensic Sciences (includes Recitation) | 4 |
|  | 20 |
| REQUIREMENTS FOR FORENSIC SCIENCE MAJOR: |  |
| FSC 1700 Forensic Photography | 1 |
| FSC 2700, 2701 Forensic Science I: Evidence Response (includes Laboratory) | 4 |
| FSC 2710 Forensic Science II: Criminalistics (includes laboratory) | 4 |
| FSC 3700 Crime Laboratory | 3 |
| FSC 3500 Junior Seminar | 1 |
| FSC 3900 Senior Seminar | 1 |
| FSC 4000 Research Communication | 1 |
| FSC 4010 Independent Research OR internship (1-2 cr. per sem. max) | 3 |
| FSC 3___ Forensic Science Elective (from list of electives eligible for major) | 3-4 |
| BIOL 2100 Genetics (includes Laboratory) | 4 |
| CHEM 2030, 2130 Analytical Chemistry, with Laboratory | 4 |
| CHEM 2510, 2610 Organic Chemistry I, with Laboratory | 4 |
| CHEM 2520, 2620 Organic Chemistry II, with Laboratory | 4 |
| PHYS 2010 Physics I (includes Laboratory) | 4 |

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| FORENSIC SCIENCE CURRICULUM | CREDITS |
| :--- | :--- |
| PHYS 2020 Physics II (includes Laboratory) | 4 |
| MATH 1150 Statistics I | 3 |
| MATH 2130 Calculus I | 3 |
|  | $51-52$ |
| REQUIREMENTS IN RELATED AREAS: | 3 |
| CJ 1000 Introduction to Criminal Justice | $\mathbf{3}$ |
| CJ/SOC 2350 Human Diversity in Criminal Justice |  |
| ELECTIVES: 4 COURSES FROM THE FOLLOWING LISTS 14-16 credits <br> Students must select FOUR Electives from the following list. TWO courses are REQUIRED <br> (4 credit). A FSC course taken as a free elective cannot double count with the one FSC <br> Elective requirement listed above. <br> Students are advised to review schematics from the Example Elective Schematics Based <br> on Desired Career with advisor and forensic science faculty before choosing electives to <br> ensure elective courses increase competitive ability when applying to entry level <br> positions. <br> FORENSIC SCIENCE |  |
| FSC 3010 Forensic Anthropology |  |
| FSC 3020 Medicolegal Forensic Entomology |  |
| FSC 3800 Special Topics in Forensic Science |  |

## Curry College

| BIOL 2030 Human Disease |
| :--- |
| BIOL 2040, 2140 Microbiology for Science Majors |
| BIOL 2050 Animal Behavior |
| BIOL 2160 Population Genetics |
| BIOL 2300 Bioinformatics |
| BIOL 2310 Field Ecology |
| BIOL 3030 Cell Biology |
| BIOL 3050 Immunology |
| BIOL 3075 Advanced Physiology |
| BIOL 3120 Evolution and Genomics |
| CHEM 2710, 2810 Physical Chemistry |
| CHEM 2910 Inorganic Chemistry |
| CHEM 3570, 3580 Biochemistry I |
| CHEM 3670, 3680 Biochemistry II |
| ENVS 2215 Environmental Science |
| ENVS 2300 Geospatial Analysis |
| MATH 2140 Calculus II |
| MATH 2150 Statistics II |
| MATH 3120 Calculus III |

## Curry College

| CRIMINAL JUSTICE AND RELATED |
| :--- |
| ACNT 2060 Forensic Accounting and Fraud Examination (Prerequisite: ACNT 1010) |
| CJ 2020 Criminal Law |
| CJ 2030 Criminal Procedure |
| CJ/SOC 2340 Developing a Foundation for Success |
| CJ/SOC 2505 Environmental Law, Crime and Justice |
| CJ 2610 Forensic Psychology and the Law |
| CJ 2620 Computer Forensic Investigations and Tools |
| CJ 3305 Wrongful Convictions |

Example Elective Schematics Based on Desired Career

## Criminalistics

1. BIOL or CHEM Science Elective WITH LAB from Eligible List... 4
2. BIOL or CHEM Science Elective WITH LAB from Eligible List... 4
3. Any Class from Elective Eligible for the Major list... 3-4
4. Any Class from Elective Eligible for the Major list... 3-4

Forensic Biologist (DNA Analyst)

1. BIOL 2040, 2140 Microbiology for Science majors . . . 4
2. BIOL 2160 POPULATION GENETICS... 3
3. BIOL 2300 Bioinformatics ... 3

OR MATH 2150 Statistics II . . . 3
4. CHEM $3570 / 3580$ Biochemistry I (includes Laboratory) ... 4 Forensic Chemist

1. CHEM 2710/2810 Physical Chemistry... 4

## Curry College

2. CHEM 2910 Inorganic Chemistry... 3
3. CHEM $3570 / 3580$ Biochemistry I ... 4
4. CHEM $3580 / 3680$ Biochemistry II ... 4

Environmental Forensic Scientist

1. ENVS 2215 Environmental Science ... 4
2. ENVS 2300 Geospatial Analysis ... 3
3. CHEM $3570 / 3580$ Biochemistry I ... 4
4. CHEM $3580 / 3680$ Biochemistry II ... 4 Wildlife Forensic Scientist*
5. ENVS 2215 Environmental Science... 4
6. BIOL 2050 Animal Behavior... 3
7. BIOL 2310 Field Ecology... 4
8. ENVS 2300 Geospatial Analysis ... 3

Forensic Microbiologist*

1. BIOL 2040, 2140 Microbiology for Science majors . . . 4
2. BIOL 2030 Human Disease... 3
3. CHEM $3570 / 3580$ Biochemistry I (includes Laboratory) ... 4
4. BIOL 2300 Bioinformatics ... 3

Forensic Toxicologist*

1. BIOL 3030 Cell Biology... 4
2. CHEM $3570 / 3580$ Biochemistry I ... 4
3. CHEM 3800 Special Topics in Biochemistry ... 3
4. BIOL 3075 Advanced Physiology... 4

Pathologist/Medical Examiner (Pre-Med)*

1. BIOL 3030 Cell Biology... 4

## Curry College

2. BIOL 3075 Advanced Physiology... 4
3. CHEM $3570 / 3580$ Biochemistry I (includes Laboratory) ... 4
4. CHEM $3580 / 3680$ Biochemistry II (includes Laboratory) ... 4

## Students should take Psych/SOC courses to satisfy collegiate electives for MCAT

* Indicates that track prepares students for graduate education required to practice in the given specialty. Note that in some [rare] instances, graduate/medical school is not necessary for these fields (For example, the Pathologist/Medical Examiner track can prepare students to serve as a Coroner in select jurisdictions in the US and would not require further education).

| REQUIREMENTS FOR FORENSIC SCIENCE MINOR: |  |
| :--- | :--- |
| BIOL 1055 Introduction ro Organisms (includes Laboratory) <br> OR <br> BIOL 1065 Introduction to Molecules and Cells (includes Laboratory) <br> OR <br> BIOL 1075, 1175 Anatomy and Physiology I with Laboratory | 4 |
| CHEM 1001, 1002 Chemical Concepts with Laboratory <br> OR <br> CHEM 1010, 1110 Introductory Chemistry I with Laboratory | 4 |
| CJ 1000 Introduction to Criminal Justice | 3 |
| FSC 1010 Introduction to the Forensic Sciences (includes Recitation) | 4 |
| FSC 1700 Forensic Photography | 1 |
| FSC 2700, 2701 Forensic Science I: Evidence Response (includes Laboratory) | 4 |
|  | $\mathbf{2 0}$ |

## Natural Sciences \& Mathematics Programs

## Curry College

## CHEMISTRY

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

See Biochemistry.

## Requirements for the Chemistry minor:

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

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

## Mathematics Programs

Mathematics courses support students majoring in biology, management, nursing, psychology and other areas, and are also available as electives. Students broadly interested in the science/mathematics field can choose either an individually initiated major or an appropriately designed physics major. The following courses satisfy the General Education First Year Core Quantitative Literacy Requirement: MATH 1150, MATH 1190, MATH 1550, and MATH 2130.

Students are encouraged to select the core course that best matches their intended major.

- MATH 1150 Statistics I: For students in Accounting, Biology, Biochemistry, Business Administration, Communication, Community Health and Wellness, Criminal Justice, Information Technology, Nursing, Psychology, Public Health, Sociology. MATH 1142 is an optional co-requisite recitation that can be added to any section of MATH 1150 to provide additional instructional support.


## Curry College

- MATH 1190 College Algebra: For students who are in Biochemistry or who are Undecided or would like a broader mathematics core for their educational careers
- MATH 1550 Quantification in School Mathematics: For students in Early Childhood Education; Elementary Education; Special Education
- MATH 2130 Calculus I: For students in Biology (BS), Biochemistry, or who have a strong mathematics background and who would like a broader mathematics core for their educational careers.


## MATHEMATICS MINOR

In a world increasingly dependent upon science and technology, the study of mathematics has become ever more important and, in many disciplines, essential. People trained in mathematics are employed in industry, teaching, and research at all levels. Students who study mathematics gain an excellent background for collaboration with professionals in other disciplines such as economics, business, and criminal justice. Undergraduate mathematics also serves as a strong foundation for further studies in operations research, statistics, computer science, medicine and law, in addition to mathematics itself. The mathematics minor program at Curry College provides the foundation for further studies in applied fields and prepares a liberally educated person for related fields in which strong quantitative and problem-solving skills are needed.

## Mathematics Minor Learning Outcomes

Problem Solving: Students will solve problems using a variety of problem solving strategies. Students will employ problem-solving strategies such as organizing information, drawing diagrams, seeking patterns, working backwards, identifying sub-problems, and solving easier related problems.

Modeling: Students will develop and utilize mathematical models of real-world situations. Students will, in some cases, develop their own models; in others, they will utilize previously developed models. They will use these models to make predictions and decisions.

Reasoning: Students develop mathematical reasoning skills as they learn to support conclusions with sound mathematical arguments. Students will apply various mathematical reasoning techniques to develop and test conjectures, propose examples and counterexamples, and employ probabilistic and statistical reasoning.

Using Technology: Students will use appropriate technology to enhance the problem solving, modeling, and reasoning processes. Students will use technology to enhance their

## Curry College

study of mathematics, without it becoming the primary focus of instruction. By relieving the need to emphasize symbolic manipulation and computational skills, technology will enable students to actively investigate mathematical principles and concepts.

Communicating: Students will effectively communicate mathematical ideas and procedures. Students will communicate their understanding of mathematics using appropriate mathematical vocabulary and notation. They will form the habit of interpreting their solutions to problems and describing the process by which these problems were solved.

Connecting With Other Disciplines: Students will examine connections between mathematics and a variety of other disciplines. Students will consider mathematics as a language for the natural sciences and will explore its applications in disciplines such as the social sciences, health sciences, management science, and economics. Mathematics will be presented in the context of applications that help students develop an appreciation of the wide and varied use of mathematics across disciplines.

Research: Students will gain the ability to do research. Students will conduct research having to do with the analysis and solution of real world problems. In-class presentations and term papers pertaining with this research will be assigned in all higher level mathematics courses

## Credit Requirements

Students can earn a minor in Mathematics by taking 15 credits of courses in Mathematics, not including MATH 1000: Problem Solving Strategies in Mathematics or MATH 1550: College Mathematics I: Numbers and Numeration.

At least six credits must be earned at Curry College, and at least nine credits must be earned at the 2000-level or above.

Students may not take MATH 1190 if they have already completed MATH 2140.

## MATHEMATICS EDUCATION MINOR

The Mathematics Education minor builds upon the three-course sequence of mathematics courses required of Education students seeking licensure and will prepare them to apply for an additional license as an elementary math specialist. Students seeking the minor will deepen their understanding of numerical, algebraic and statistical concepts by taking a minimum of two additional mathematics courses, and they will be exposed to constructivist

## Curry College

pedagogy and best practices in mathematics instruction. While the minor is intended primarily for Education students, it is open all students whose interests include working in an educational setting.

A grade of "C" or higher must be attained in all courses required for the Mathematics Education minor. Any mathematics course at the 2000 level or above can substitute for one course in the Mathematics Education minor. MATH 4000 Independent Research in Mathematics Education can substitute for any course in the Mathematics Education minor.

## Mathematics Education Minor Learning Outcomes

Students who complete the requirements for the Mathematics Education Minor will be able to:

1. Demonstrate their understanding of number theory, the structure of numeration systems, and the properties of the real number system.
2. Describe and operate with integers, fractions, decimals, and percents.
3. Use fundamental principles of probability, descriptive statistics and the statistical methods used in collecting, organizing, reporting, and analyzing data.
4. Demonstrate their understanding of patterns and the properties of functions and relations, including translating problems into algebraic expressions and manipulating and solving algebraic expressions, equations, and inequalities.
5. Apply properties of linear, quadratic, exponential, polynomial, and rational functions and relations, and ratios and proportions to the solution of problems.
6. Apply principles of Euclidean geometry, coordinate geometry, and transformational geometry to prove theorems and analyze the characteristics and properties of two- and three-dimensional shapes.

## Curry College

|  | CREDITS |
| :--- | :--- |
| Requirements for the Mathematics Education minor: |  |
| MATH 1550 Quantification in School Mathematics | 3 |
| MATH 2550 Number Theory and Relationships for Teachers | 3 |
| MATH 3250 Pedagogy and Specialized Instruction in Mathematics | 3 |
| MATH 1150 Statistics I | 3 |
| AND | 3 |
| MATH 1190 College Algebra |  |
| or | 15 |
| MATH 2130 Calculus I or |  |
| MATH 2140 Calculus II |  |
| Total: |  |

## Natural Sciences \& Mathematics Programs

## PHYSICS

Physics is everywhere. It is the science that investigates the most fundamental laws governing all matter and energy in the universe. A minor in physics provides majors in other sciences with an interdisciplinary breadth that expands career opportunities. In addition to providing a deeper understanding of the fundamental processes of nature, it helps to build mathematical and reasoning skills that are valued in all science fields.

## Requirements for Physics Minor:

14 credits at the 2000- or 3000-level, at least 6 of which must be taken at Curry. Normally these would consist of three physics courses, including two tutorials at the 3000 -level or above, and a related 3000-level mathematics course or tutorial. Interested students should

## Curry College

consult with faculty about possibilities.

## Natural Sciences \& Mathematics Programs

## SCIENCE

Science courses at all levels are available to any student who, in the opinion of the instructor, qualifies. These courses offer non- scientists a range of methodologies and approaches to problem- solving which have applicability far beyond the subject area. See also course listings under Biology, Chemistry, Mathematics, and Physics. All SCI 1000 level courses meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

## Nursing Program

## NURSING

The vision of the School of Nursing is to develop leaders who use evidence-based knowledge to practice nursing with compassion, commitment, and creativity.

The mission of the School of Nursing is to prepare and advance the practice of nursing to provide safe and effective nursing care that achieves quality outcomes. The faculty educates nurses who gain and apply knowledge humanely, intelligently, and effectively in a complex changing world and who demonstrate continued involvement in learning, study, and research.

To achieve this mission, the School of Nursing provides a caring and innovative educational environment that promotes intellectual and social growth, synthesis of knowledge, and interpersonal and clinical expertise.

| REQUIREMENTS FOR NURSING MAJOR: | CREDITS |
| :--- | :--- |
| Prerequisites: | 3 |
| BIOL 1075 Anatomy \& Physiology I | 1 |
| BIOL 1175 Anatomy \& Physiology I Lab |  |

## Curry College

| REQUIREMENTS FOR NURSING MAJOR: | CREDITS |
| :---: | :---: |
| BIOL 1085 Anatomy \& Physiology II | 3 |
| BIOL 1185 Anatomy \& Physiology II Lab | 1 |
| CHEM 1001 Chemical Concepts | 3 |
| CHEM 1002 Chemical Concepts Laboratory | 1 |
|  | 12 |
| Major Requirements: |  |
| NSG 1000 Preparation for Health Care Professions | 3 |
| NSG 2003 Health Assessment | 4 |
| NSG 2013 Conceptual Basis for Nursing Practice | 5 |
| NSG 2046 Nursing Care of Adults I | 6 |
| NSG 2200 Pathophysiology | 3 |
| NSG 2242 Simulations in Clinical Judgment and Evidence Based Nursing Interventions | 1 |
| NSG 2500 Pharmacology | 3 |
| NSG 3038 Nursing Care of Older Adults | 3 |
| NSG 3041 Evidence for Nursing Practice | 3 |
| NSG 3051 Nursing Care of Adults II | 6 |
| NSG 3053 Advanced Simulations Adult II | 1 |
| NSG 3054 Nursing Care of Children | 4 |

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| REQUIREMENTS FOR NURSING MAJOR: | CREDITS |
| :--- | :--- |
| NSG 3056 Maternity Nursing | 4 |
| NSG 3057 Family Centered Simulations | 2 |
| NSG 3067 Population Health in the Community | 4 |
| NSG 3068 Mental Health Nursing | 4 |
| NSG 3069 Community Centered Simulations | 2 |
| NSG 3470 Health Policy and Finance | 3 |
| NSG 3982 Senior Seminar: Synthesis of Nursing Practice | 3 |
| NSG 3985 Progression to Practice | 67 |
|  | 4 |
| Related Requirements: | 3 |
| BIOL 2010 Microbiology | 3 |
| PSY 2400 Human Development | 10 |
| MATH 1150 Statistics I | 3 |
|  |  |

## The following policies apply to students in the Traditional Nursing Program:

1. First year students must complete BIOL 1075, 1175, 1085, 1185, CHEM 1001 and CHEM 1002 with a grade of $\mathrm{C}+$ on the first attempt by the end of the spring semester. Failure to meet this grade requirement will result in removal from the Nursing major.
2. Nursing students must complete Microbiology BIOL 2010 with a grade of $\mathrm{C}+$.
3. Additional policies and information relating to nursing students are in the course syllabi and the Baccalaureate Nursing Program Policy and Information Handbook.
4. The School of Nursing reserves the right to alter policies and/ or curriculum at any time.

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## SAMPLE CURRICULUM PLAN TRADITIONAL PROGRAM

Students can access a Degree Map for the Traditional Nursing program that outlines a suggested sequence of courses on the MyCurry Portal under the Advising \& Academic Success tab.

## Accelerated Nursing Program: ACCEL

## THE ACCELERATED NURSING PROGRAM: ACCEL

The Accelerated Nursing Program (ACCEL) was designed to respond to nursing shortages at the local and national levels by providing an expedient route for individuals who wish to make a career change into nursing by earning a second bachelor's degree.

The program uses a cohort model; students are accepted into a specific cohort that begins in the Spring or Fall semester.

Graduates of the program are eligible to submit an application to take the NCLEX-RN- the licensing examination for registered nurses. The program prepares students for graduate study in nursing and for practice in all health care settings. Program accreditation, state approvals, and the mission and educational outcomes for the ACCEL program are identical to the traditional four year Nursing program.

## ACCEL Program Curriculum Plan

(The curriculum is designed to be full time.)

## ACCEL Plan of Study

| TERM 113 credits |
| :--- |
| NSG 2000 Health Assessment |
| NSG 2015 Simulations in Clinical Judgment \& Evidence Based Nursing Interventions I |
| NSG 2042 Nursing Care of Adults I |
| NSG 2053 Nursing Care of Children |
| NSG 2205 Pathophysiology for the ACCEL student |

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| TERM 212 credits |  |
| :--- | :--- | :--- |
| NSG 2044 Clinical Nursing Care of Adults I |  |
| NSG 2245 Simulations in Clinical Judgment \& Evidence Based Nursing II |  |
| NSG 2054 Clinical Nursing Care of Children |  |
| NSG 2055 Nursing Care of Childbearing Families |  |
| NSG 2505 Pharmacology for the ACCEL student |  |
| TERM 313 credits |  |
| NSG 3033 Mental Health Nursing |  |
| NSG 3034 Population Health in the Community |  |
| NSG 3039 Nursing Care of Older Adults for the ACCEL student |  |
| NSG 3045 Evidence for Nursing Practice for the ACCEL student |  |
| TERM 412 credits |  |
| NSG 3058 Nursing Care of Adults II for the ACCEL student |  |
| NSG 3475 Health Policy \& Finance for the ACCEL student |  |
| NSG 3987 Senior Seminar: Synthesis of Professional Nursing Practice for the ACCEL |  |
| student |  |
| Total Credits for Program: |  |

## Required Background and Prerequisite Courses

Motivated students from any undergraduate major may apply to this program. However, those students who did not take the following courses in their undergraduate studies must complete these courses prior to or concurrent with their application to the ACCEL program.

- Anatomy \& Physiology I*


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- Anatomy \& Physiology II*
- Chemistry*
- Microbiology * (Laboratory sections must be completed for all the science courses)
- Statistics
- Human Growth and Development
* A grade of B- or better must be achieved in the prerequisite science courses.

Applications to the accelerated program will not be reviewed until at least 2 of the 4 science prerequisites are completed. Completion of all the prerequisite courses must be done prior to the start of the program. Students may be accepted on a provisional basis, pending successful completion of the prerequisite courses prior to the start of the program.

## RN-BS Program

## RN-BS PROGRAM

The RN to BS program was designed to increase baccalaureate-prepared registered nurses in practice. This program is for working RNs with a diploma or associate's degree. Students must take at least 30 credits from Curry College to graduate with a BS degree from Curry College.

## Required Prerequisite Courses

The following courses are considered prerequisites for the RN to BS track. Except for schools with articulation agreements that specify otherwise, students must complete each of these courses or their equivalency, with at least a C+.

- BIOL 1075 \& 1175 Anatomy and Physiology I with lab*
- BIOL 1085 \& 1185 Anatomy and Physiology ll with lab*
- BIOL 2010 Microbiology with lab*
- MATH 1150 Statistics**
- PSY 2400 Human growth and development*

[^1]
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## ** Courses that must be taken prior to NSG 3042: Evidence for Nursing Practice for the RN Student

## RN-BS Curriculum

RN-BS Program Curriculum Plan Courses are offered in 8-week online and hybrid formats. Additional course work may be needed to reach the 120 credits for graduation, with up to 90 transfer credits accepted. 2000 level courses are to be completed before 3000 level courses. Any exceptions to the sequence of courses must be reviewed and approved by the RN-BS Coordinator.

| REQUIREMENTS FOR RN-BS PROGRAM | CREDITS |
| :--- | :--- |
| NSG 2100 RN Transition to Baccalaureate Nursing | 4 |
| NSG 2005 Health Assessment for the RN Student | 3 |
| NSG 2201 Pathophysiology for the RN Student | 3 |
| NSG 2501 Pharmacology for the RN Student | 3 |
| Elective course | 3 |
| NSG 3042 Evidence for Nursing Practice for the RN Student* | 3 |
| NSG 3470 Health Policy \& Finance | 4 |
| NSG 3132 Population Health in the Community: for the RN Student** | 4 |
| NSG 3986 Senior Seminar: Synthesis of Professional Nursing Practice for the |  |
| RN Student ** | 30 |
| Total | 4 |

*Statistics must be completed prior to taking Evidence for Nursing Practice.
** The final two courses (NSG 3132 and NSG 3986) must be taken in sequence due to linked course learning activities. No other nursing course may be taken after completion of NSG 3986.

## PROGRAM FOR ADVANCEMENT OF LEARNING (PAL)

Curry College's nationally recognized Program for Advancement of Learning (PAL) provides academic instruction and mentorship for college students with diagnosed learning disabilities and/or attention deficit disorders. The academic courses in the program facilitate students' self-understanding and regulation of learning for strategic application and success at the post-secondary level. During the academic year, students work with faculty mentors whose educational scholarship and experience include transition studies, applied cognition, strategic learning, and emerging adult and adult development. Courses in PAL consist of curriculum with individualized approaches in the areas of metacognition, self-regulation, active learning, critical thinking and reasoning, decision-making, and language skills.

Admission to PAL is selective and requires additional documentation to be considered. For specific information on how to apply to PAL, please refer to the Admission section of this catalog. Students receive credit for participation in the first year of PAL and may continue in the program either full- or part-time, without credit, as long as needed. All PAL courses are graded on a Pass/Fail basis and carry an additional fee. PAL 1190 and 1200 are for students admitted to the Curry College PAL program.

Additional information about the Program for Advancement of Learning can be found in the Admissions section of the Catalog.

## Psychology Programs

## PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes. The Psychology curriculum at Curry College is designed to illuminate the biological, developmental, social, and internal mechanisms that influence our thoughts, feelings and actions. Students who major in Psychology at Curry College learn about the major areas of the discipline and have many opportunities to explore and apply their knowledge through a myriad of practicum and internship experiences. Students who excel may choose to be involved as peer teachers or may participate in on-going research in one of the few EEG/brain-imaging research laboratories located in a small college setting.

The knowledge and skills students obtained through our Psychology curriculum are useful in many employment settings and careers. Graduates of the Psychology program at Curry

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College are equipped to apply psychological principles to their careers and personal lives, as well as to pursue graduate training in Psychology or other related disciplines. The Psychology Department hosts an active on- campus Psychology Club, as well as a chapter of Psi Chi.

Students interested in majoring in Psychology are encouraged to take Introduction to Psychology (PSY 1030) and Statistics I (MATH 1150) earlier in their college career. Interested students are further encouraged to take Research Methods in Psychology (PSY 2050) and several 2000-level courses during the Sophomore year. Research Methods in Psychology equips students to understand, evaluate, and use empirical methods psychologists employ in their study of behavior and mental processes. The 2000-level courses survey and explore the core content areas within the field of Psychology and help prepare students for more advanced courses examining psychological topics in greater depth.

## Psychology Laboratory

The Psychology Department has and maintains a Psychology Laboratory. The Psychology Laboratory is equipped with instrumentation, including an EEG machine and brain-imaging software, and other programs for studying topics related to human neuropsychology and psychophysiology such as brain electrical activity, cardiovascular function, and a variety of other phenomena.

## Psychology (Major)

## Requirements for Psychology Major:

|  | CREDITS |
| :--- | :--- |
| Prerequisite |  |
| PSY 1030 Introduction to Psychology | 3 |
| A. Students must complete the following required courses |  |
| Required courses Credits | 1 |
| PSY 2010 Orientation to the Psychology Major |  |

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| MATH 1150 Statistics I | 3 |
| :--- | :--- |
| PSY 2050 Research Methods in Psychology (formerly Experimental <br> Psychology) | 4 |
| PSY 3500 Senior Seminar in Psychology | 3 |
| B. Students must complete a total of 12 credits at the 2000-level and a total of 12 <br> credits at the 3000-level, not counting the required courses above. Of these credits, <br> 12 must come from the foundational courses listed below (i.e., three credits, or one <br> course, from each foundation): | Foundational Courses <br> (One course in each of the following areas) |
| Biological Psychology/Neuroscience | 3 |
| PSY 2070 Motivation | 3 |
| PSY 3130 Brain and Behavior | 3 |
| PSY 3350 Health Psychology | 3 |
| Social/Personality Psychology Courses | 3 |
| PSY 2090 Personality | 3 |
| PSY 2800 Social Psychology | 3120 Counseling Theories |
| PSY 3225 Multicultural Psychology | 3 |
| Clinical/Counseling Psychology Courses | 3 |
| PSY 2200 Behavior Disorders in Children | 3 |

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| Developmental Psychology Courses | 3 |
| :--- | :--- |
| PSY 1400 Child Development | 3 |
| PSY 2100 Adolescent Psychology | 3 |
| PSY 2400 Human Development |  |

## Internship Opportunities

The Psychology Department strongly encourages students to consider applied experiences in the major, especially the Psychology Internship (PSY 3450). An internship may be completed during the Junior and/or Senior year; although students may complete multiple internships if they choose to do so, only three credits will be counted toward the requirements for the degree.

To qualify for Psychology Internship, the following criteria must be met:

1. Possess a GPA of at least 2.75
2. Be a Junior or Senior in standing
3. Have completed 12 credits of Psychology courses at the 2000 level or higher
4. Contact and meet with the Psychology Department Internship Facilitator

Students approved for Psychology Internship must co-register for both (a) PSY 3450 (Psychology Internship) and (b) PSY 3450-SM (Psychology Internship Seminar).

## Graduation With Distinction in Psychology

Qualified students may earn the honor of Graduation with Distinction in Psychology. To qualify for Graduation with Distinction, the following criteria must be met:

1. Maintain a 3.5 overall grade point average (GPA) and a 3.5 Psychology GPA
2. Obtain recommendations from two Psychology Department faculty (non-adjunct)
3. Complete PSY 2050 (Research Methods in Psychology) with a grade of B+ or higher

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4. Complete, with a B+ or better, either (a) a 3-credit Psychology Internship (PSY 3450), (b) three credits of Independent Research (PSY 4000), or (c) three credits of Peer Teaching in Psychology (PSY 3400)

## Brain and Cognitive Sciences (Major)

## Requirements for Brain and Cognitive Sciences Major:

|  | CREDITS |
| :--- | :--- |
| A. Required courses | 3 |
| PSY 1030 Introduction to Psychology | 3 |
| MATH 1150 Statistics I | 3 |
| MATH 2150 Statistics II | 4 |
| BIOL 1065 Introduction to Molecules and Cells | 3 |
| CS 1000 Introduction to Computer Science | 4 |
| PSY 2050 Research Methods in Psychology | 3 |
| PSY 3130 Brain and Behavior | 3 |
| PSY 3135 Cognitive Psychology | 29 |
| PSY 3500 Senior Seminar in Psychology |  |
| B. Students must complete at least one course from each of the following areas (three |  |
| credits, or one course, from each foundation): |  |
| (One course in each of the following areas) | 3 |
| Biological Psychology/Neuroscience | 3 |

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|  | CREDITS |
| :--- | :--- |
| PSY 2070 Motivation | 3 |
| PSY 2330 Drugs and Behavior | 3 |
| PSY 3200 Stress, Coping and Adaptation | 3 |
| PSY 3350 Health Psychology | 3 |
| Clinical/Counseling Psychology Courses | 3 |
| PSY 2200 Behavior Disorders in Children | 3 |
| PSY 2300 Abnormal Psychology | 3 |
| PSY 3020 Psychological Tests | 3 |
| PSY 3150 Neuropsychology of Learning Differences | 3 |
| Developmental/Social Psychology | 3 |
| PSY 1400 Child Development | 3 |
| PSY 2400 Human Development |  |
| PSY 2800 Social Psychology | 3 |

C. Elective Courses: Students must complete a total of 9 credits at the $\mathbf{2 0 0 0}$-level in Psychology, Biology, Computer, Science, or Management Information Systems, not counting the required courses in section A. Foundational courses in section B may double-count here. Of these credits, at least three credits at the 2000-level must be in BIOL, CS or MIS.

In addition, students must complete a total of 9 credits in Psychology or Biology at the 3000/4000-level, not counting the required courses in section A. Foundational courses in Section B may double-count here.

To qualify for Brain and Cognitive Sciences Internship, the following criteria must be met:

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1. Possess a GPA of 2.50 or greater
2. Be a Junior or Senior in standing
3. Meet with Internship Coordinator
*Only three credits of internship learning may be credited toward the 3000 -level requirement
D. GPA Requirements: Students majoring in the Cognitive and Brain Sciences within the Psychology Department will be required to retake any pre-/ co-requisite, elective, or required course offered by the Psychology Department if they earn below a grade of C- (70\%). Students are allowed to waive this policy for their first two grades below a C-. The third grade below a C- and any subsequent grades below a C- will have to be retaken. Although students are not required to maintain a GPA of 2.50 to be a Brain and Cognitive Sciences major, students who receive a cumulative GPA of less than 2.50 will be required to meet with the Academic Success Coordinator and commit to a specified plan for the following full semester to improve their grades

## Psychology (Minor/Concentration)

## MINORS AND CONCENTRATIONS

## PSYCHOLOGY MINOR

Students qualify for a minor in Psychology when they have completed at least 15 credits of Psychology courses at the 2000 and 3000 level, with a minimum of 6 credits at the 3000 level. A maximum of 6 credits may be satisfied on a transfer basis (excluding internship credits).

Nursing majors who minor in Psychology need PSY 2400 plus 9 additional credits in Psychology. Only three credits must be at the 3000 -level.

## ART THERAPY - PSYCHOLOGY EMPHASIS MINOR

The Education Committee of the American Art Therapy Association requires students to complete courses that provide "knowledge of and skills in usage of visual art and the creative process, coupled with application of theories and techniques in human development, psychology, and counseling" to proceed to study Art Therapy at the graduate level. The Art Therapy Minors compile courses that provide precisely the knowledge and skills required by the AATA to study at the graduate level.

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The Art Therapy Minors provide students in the Psychology and Studio Arts majors direct pathways to pursue graduate study in Art Therapy. For those not in the Psychology or Studio Arts majors, they do not provide a direct pathway to graduate study unless they complete all courses in both emphasis areas.

For information on the Art Therapy Minor (Studio Arts Emphasis) please see the Visual \& Performing arts program section of the Catalog.

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| PRE-REQUISITE COURSES | CREDITS |
| :--- | :--- |
| PSY 1030 Introduction to Psychology | 3 |
| Core Requirements | 3 |
| PSY Developmental Course |  |
| PSY 1400 Child Development | 3 |
| PSY 2100 Adolescent Development | 3 |
| PSY 2400 Human Development | 3 |
| PSY 2900 Practicum or PSY 3450 Internship (Art Therapy Placement) |  |
| PSY 2300 Abnormal Psychology | 3 |
| PSY 3120 Counseling Theories | $\mathbf{3}$ |
| PSY 2000-Level Elective from below options |  |
| PSY 2200 Behavior Disorders in Children |  |
| PSY 2125 Substance Use Counseling: Theory and Practice |  |
| PSY 2250 Psychology of Family Life | 3 |
| PSY 2220 Death, Dying \& Bereavement | 3 |
| PSY 2900 Practicum | 3 |
|  |  |

## PSYCHOLOGY CONCENTRATIONS

Students can earn a Gerontology Concentration or Minor, or a Substance Use Concentration or Minor. These programs should be considered as concentrations for Psychology majors, as minors for other majors, or as certificate programs offered through Continuing Education.

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The courses corresponding to either concentration may be taken as electives.
The Gerontology and Substance Use Counseling concentrations have been designed to focus explicitly on matters relating to these respective areas. Pursuing a concentration (or minor) is advisable if the student wish to focus on either area, or if he or she intends to pursue further academic or career opportunities in either area. Students may elect to concentrate on one of these areas by taking a minimum of five courses ( $15+$ credits) designated as appropriate to that concentration, including the required (*) core courses. In addition, students are encouraged to develop internships or independent research/readings within the selected concentration, and to take courses in other disciplines that pertain to their area of concentration. However, psychology offerings frequently vary, and concentrations should not limit a student's selection of courses in addition to the five or more selected from within a particular concentration. Psychology majors are urged to find an academic advisor in psychology to help them design an exciting and useful program of study.

## GERONTOLOGY CONCENTRATION OR MINOR

The Gerontology Concentration (for Psychology majors) or Minor (for students in other majors) is open to all students with an interest in learning about current concepts and trends, as well as research and advocacy related to gerontology. Available resources and practical considerations for careers working with older adults in a variety of settings are examined. Administered through the psychology department, the program promotes reflective examination of attitudes, perspectives and beliefs about aging. Experiential service learning opportunities prepare students to enter the workplace or graduate studies.

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| PREREQUISITE/EQUIVALENT: |
| :--- |
| PSY 2400 Human Development |
| Core Courses: |
| *PSY/SOC 2060 Aging and the Life Cycle |
| *PSY 2064 Older Adult Wellness: Evidenced-based Practice and Research |
| *PSY 3610 Cognitive Changes in Older Adults |
| *PSY/SOC 2220 Death, Dying and Bereavement OR |
| *PSY 2230 Palliative Care for Older Adults: Principles and Practice |
| *PSY 3450 Psychology Internship in Aging |
| *core courses |
| Recommended Courses (not required): |
| COM 2150 Health Communication |
| BUS 2263 Health Care Law |
| NSG 3470 Health Policy and Finance |
| PRS 2420 Ethics for Nurses/Health Care Professionals |

## SUBSTANCE USE COUNSELING CONCENTRATION OR MINOR

The Substance Use Counseling Concentration (for Psychology Majors) or Minor (for students in other majors) is open to all students who are interested in careers in substance use services, or in areas where an understanding of substance misuse is an important part of job performance, such as nursing and health care, social work and psychology, law enforcement and criminal justice, and college counseling and youth services. It is also relevant for students planning to pursue graduate studies in the social and behavioral sciences, as well as professional degrees in law, social work, nursing, and criminal justice.

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Although there is no formal relationship between the Substance Use Counseling Concentration and the Massachusetts Board of Substance Abuse Counselor Certification (MBSACC), the program satisfies in part the educational and practicum requirements of the MBSACC. Requirements leading to licensure sometimes change per the Massachusetts Legislature; this program will be adjusted accordingly.

| *PSY 2125 Substance Use Counseling: Theory and Practice |
| :--- |
| *PSY 2300 Abnormal Psychology |
| *PSY 2330 Drugs and Behavior |
| *PSY 3120 Counseling Theory |
| *PSY 3350 Health Psychology |
| *PSY 3450 Internship in Substance Use Counseling |
| Select one of the following |
| HW 2000 Foundations of Community Health |
| SOC 2420 Working with Groups and Communities |
| SOC 3390 Crisis Intervention |
| Courses recommended, but not required: |
| PSY 2250 Family Life |
| PSY 2500 Behavior Change: Theory and Practice |

## Public Health and Wellness Program

## PUBLIC HEALTH AND WELLNESS

The Public Health \& Wellness major is committed to preparing students to excel in their chosen public health and/or health-related career. Our program cultivates student understanding of health and well-being by delivering innovative instruction that provides

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them with the knowledge and transferrable skills that are necessary for them to thrive in their careers after graduation. We pride our program on its interdisciplinary approach to health and wellness as our students must master both the natural and social sciences, providing them with a diverse understanding of public health prevention and research. In addition, our students are encouraged to embrace the diversity found in the human mosaic, cultural competence, health equity, and social justice as these are increasingly important in the field of public health and wellness. The student will receive a Bachelor of Science upon completion of this major.

Our program objectives have been adapted from student learning outcomes created by the Association of School and Programs of Public Health.

## Program Goals

Our program goals include providing an education that will enable the Public Health $\mathcal{E}$ Wellness graduate to:

1. Articulate the principles of health and wellness from the natural sciences perspective including biological and chemical sciences
2. Acquire a proficiency in quantitative, informational, media, and technological literacy
3. Cultivate an aptitude for scientific method and inquiry
4. Explore the relationship between social justice, human rights, and health.
5. Increase the capacity to work within teams and dedication to public health leadership.

## Learning Objectives

The Public Health \& Wellness graduate will be able to:

1. Describe the interrelationship between natural and social sciences and their combined impact on health and well-being.
2. Debate the relationship between social justice, human rights, and health.
3. Discuss political and policy implications of public health.
4. Articulate health and well-being through scientific and epidemiological language.
5. Teach individuals, communities, and populations about health and well-being.

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The program includes 24 hours of health courses and 15 hours of electives, which are designed to provide the student with the competencies desirable for future employment. Advisors are available.

| PREREQUISITES/COREQUISITES: | CREDITS |
| :--- | :--- |
| BIOL 1075 Anatomy \& Physiology I | 3 |
| BIOL 1085 Anatomy \& Physiology II | 3 |
| BIOL 1175 Anatomy \& Physiology I Lab | 1 |
| BIOL 1185 Anatomy \& Physiology II Lab | 1 |
| CHEM 1001 Chemical Concepts* | 3 |
| CHEM 1002 Chemical Concepts Lab* | 3 |
| HW 1000 Personal Health | 3 |
| MATH 1150 Statistics I | 18 |
| *May be taken pass/fail | * |
|  |  |

## Requirements for Public Health \& Wellness Major:

Students must complete the 30 credits in this major. An additional 15 elective credits must be completed; these will be selected in conjunction with an advisor to prepare the student for his/her area of interest.

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| MAJOR REQUIREMENTS: | CREDITS |
| :--- | :--- |
| HW 1001 Principles of Public Health \& Wellness | 3 |
| HW 2000 Foundations of Community Health | 3 |
| HW 2010 Health Behavior, Education, and Promotion | 3 |
| HW 2200 Social Determinants | 3 |
| HW 2500 Global Health | 3 |
| HW 3005 Public Health Advocacy and Policy | 3 |
| HW 3000 Introduction to Epidemiology | 3 |
| HW 3010 Senior Seminar in Health \& Wellness | 24 |
|  | 3 |
| Requirements in Related Areas: | 3 |
| MATH 2150 Statistics II | 3 |
|  |  |

## Electives: 15 credits from the following courses:

Students can take no more than six (6) credit hours of these electives from one area. For example, a student cannot take all fifteen credit hours from the Biology category. Rather, they may take up to six (6) credits in Biology to fulfill this requirement. Classes taken as an elective may not also count toward any minor. Upon approval of the coordinator, and instructor, students may use a course that is not listed in this catalog.

|  | CREDITS |
| :--- | :--- |
| BLACK STUDIES | 3 |
| BLKS 2012 Race and Religion in America |  |

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| BLKS 2330 Black History | 3 |
| :---: | :---: |
| BLKS 3050 Race, Class, Gender, and Health | 3 |
| BIOLOGY |  |
| BIOL 2010 Microbiology | 4 |
| BIOL 2030 Human Disease | 3 |
| BIOL 2060 Introduction to Exercise Physiology | 3 |
| BIOL 2120 Biology of the Mind | 3 |
| BIOL 2450 Human Sexuality | 3 |
| BIOL 2520 Nutrition | 3 |
| BUSINESS ADMINISTRATION |  |
| BUS 2263 Health Care Law | 3 |
| BUS 2410 Sports and Recreation Management | 3 |
| COMMUNICATION |  |
| COM 2020 Intercultural Communication | 3 |
| COM 2150 Health Communication | 3 |
| HEALTH AND WELLNESS |  |
| HW 1500 Stress Reduction Based on Mindfulness | 3 |
| HW 2150 Introduction to Holistic Health | 3 |
| HW 2520 Nutrition | 3 |
| HW 3020 Current issues in Health \& Wellness | 3 |

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| HW 3030 Introduction to Public Health | 3 |
| :---: | :---: |
| HW 3050 Race, Class, and Gender | 3 |
| CRIMINAL JUSTICE |  |
| CJ 2120 Social Justice and Incarceration | 3 |
| CJ 2402 Domestic Violence: Family and Intimate Partner Violence | 3 |
| CJ 3404 Sociology of Violence | 3 |
| EDUCATION |  |
| ED 2161 Educational Psychology | 3 |
| NURSING |  |
| NSG 2200 Pathophysiology | 3 |
| NSG 2500 Pharmacology | 3 |
| NSG 3067 Population Health | 4 |
| NSG 3068 Mental Health Nursing | 4 |
| NSG 3470 Health Policy Finance | 3 |
| PHILOSOPHY AND RELIGIOUS STUDIES |  |
| PRS 2410 Environmental Ethics | 3 |
| PRS 2541 Race and Religion in America | 3 |
| PSYCHOLOGY |  |
| PSY 2060 Aging and the Life Cycle | 3 |
| PSY 2070 Motivation | 3 |
| PSY 2100 Adolescent Psychology | 3 |

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| PSY 2106 Psychology of Women | 3 |
| :---: | :---: |
| PSY 2125 Substance Use Counseling | 3 |
| PSY 2200 Behavior Disorders in Children | 3 |
| PSY 2220 Death, Dying and Bereavement | 3 |
| PSY 2330 Drugs and Behavior | 3 |
| PSY 2400 Human Development | 3 |
| PSY 2450 Human Sexuality | 3 |
| PSY 2500 Behavior Change: Theory and Practice | 3 |
| PSY 2800 Social Psychology | 3 |
| PSY 3100 Psychology of Learning | 3 |
| PSY 3120 Counseling Theory | 3 |
| PSY 3130 Brain and Behavior | 3 |
| PSY 3350 Health Psychology | 3 |
| SOCIOLOGY |  |
| SOC 2060 Aging and the Life Cycle | 3 |
| SOC 2220 Death, Dying and Bereavement | 3 |
| SOC 2310 Intro to Social Work Practice | 3 |
| SOC 2402 Domestic Violence: Family and Intimate Partner Violence | 3 |
| SOC 2410 Working with Individuals | 3 |
| SOC 2420 Working with Groups | 3 |
| SOC 2452 Sex \& Gender | 3 |

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| SOC 2650 Sociology of Health and Health Care | 3 |
| :--- | :--- |
| SOC 2660 Sociology of Women | 3 |
| SOC 3390 Crisis Intervention | 3 |
| SOC 3404 Sociology of Violence | 3 |
| SOC 3610 Communities | 3 |

The following policies apply to students in the Public Health \& Wellness program:

1. Must maintain a minimum of 2.75 cumulative overall average or risk dismissal from the program.
2. Students entering the program in junior or senior year are ultimately responsible for ensuring that s/he will be able to graduate in a timely manner.
3. Students discovered to have been in violation of program academic honesty policies may risk being dismissed from the program.

## Sociology \& Criminal Justice Programs

## CRIMINAL JUSTICE

## Mission Statement

The Criminal Justice major provides the opportunity to systematically examine criminal justice systems and the administration of justice, analyzing the causes and patterns of crime and criminal behavior and the ways in which institutional responses address these social problems. The curriculum emphasizes social justice and the promotion of human rights throughout the globe. Criminal Justice courses highlight practical problem-solving using research, theory, and analytic skills relevant to careers in criminal justice, legal studies, community and social service.

## Curriculum

Core courses in the Criminal Justice major are designed to expose students to the range and variation of crime and criminal behavior, the criminal justice systems, and the administration of justice that attempt to control and mitigate social problems both

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

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

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

For the criminal justice course offerings, CJ 1000 provides a comprehensive descriptive overview at the introductory level, 2000-level courses provide an in-depth specialized study of a particular case, area, or social phenomenon and introduce theoretical perspectives, and 3000-level courses apply theory critically in specific cases and consider the consequences of various theories on social policy and strategies for social change.

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

## Grade Requirements for Criminal Justice Majors

Students who major in Criminal Justice must achieve a grade of C- or above in all core courses in the major.

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If a student receives a lower grade than a C-, that student will need to repeat the course.

|  | CREDITS |
| :--- | :--- |
| Prerequisites: |  |
| CJ 1000 Introduction to Criminal Justice Systems and the Administration of <br> Justice | 3 |
| SOC 1000 Introduction to Sociology | 3 |
| Core Requirements: | 3 |
| CJ 2000 Criminology | 3 |
| CJ 2020 Criminal Law | 3 |
| CJ 2030 Criminal Procedure | 3 |
| CJ 2100 Corrections | 3 |
| CJ 2212 Policing | 3 |
| CJ/SOC 2350 Human Diversity in Criminal Justice | 3 |
| CJ/SOC 2600 Methods in Social Research | 3 |
| CJ 3300 Justice and Human Rights Advocacy | 3 |
| CJ 3900 Capstone Seminar: Criminal Justice | 3 |
| Criminal Justice Electives: | 3 |
| Six credits, one each at the 2000- and 3000- level. | 3 |
| (May also be used to fill a concentration.) | 3 |
|  | 3 |

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|  | CREDITS |
| :--- | :--- |
| MATH 1150 Statistics I | 3 |
| OR |  |
| CJ/SOC 1140 Quantitative Data Analysis for the Social Sciences | 3 |
| CJ/SOC 2340 Developing Foundations for Success | 1 |
| CJ/SOC 3901 College to Career Transitions | 6 |
| Related requirements outside of the Criminal Justice Major |  |

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

The six credits must be from two different academic disciplines except for foreign language sequences. Students who, in addition to the Criminal Justice major, are also a major or minor in another discipline are exempt from Criminal Justice Related Requirements.

| BLKS/SOC 2000 Contemporary Black Worlds |
| :--- |
| BLKS/P\&H 2330 African-American History |
| BLKS/P\&H 2450 Introduction to African-American Cultures |
| BLKS/PRS 2541 Race and Religion in America |
| BLKS/HW 3050 Race, Class, Gender and Health |
| BUS 2610 Crisis Management |
| COM 2010 Public Speaking |
| COM 2020 Intercultural Communication |
| COM 2100 Managerial Communication |
| COM 2112 Conflict Management |

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| COM 2230 Writing for Communication |
| :--- |
| ED 2455 Programming for Positive Youth Development |
| FSC 1010 Intro to Forensic Science |
| FSC 2700 Forensic Science I |
| IT 2216 Network Security |
| P\&H 2310 American Constitutional Law |
| PRS 2210 Ethics |
| PRS 2470 Social and Political Philosophy |
| PSY 2100 Adolescent Psychology |
| PSY 2125 Substance Use Counseling |
| PSY 2200 Behavior Disorders in Children |
| PSY 2250 Family Life |
| PSY 2300 Abnormal Psych |
| PSY 2310 Psychology of Criminal Behavior |
| PSY 2330 Drugs and Behavior |
| PSY 3130 Brain and Behavior |
| PSY 3200 Stress, Coping and Adaptation |
| PSY 3210 Stereotypes and Prejudice |
| PSY 3260 Psychology of Violence and Terror |
| SOnd Ethnicity |

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| SOC/SWK 2420 Working with Groups |
| :--- |
| SOC 2470 Sex, Gender \& Sexuality |
| SOC 2760 Wealth, Poverty, and Social Class |
| SOC 2490 Grassroots: Organizing, Leadership and Change |
| SOC 2510 Social Movements |
| SOC/SWK 3390 Crisis Intervention |
| SOC/BLKS 3600 Chocolate Cities |
| SPE 2600 Introduction to Special Education |
| SWK 2310 Introduction to Social Work |
| SWK 2410 Working with Individuals |
| SWK 3000 Advocacy in Social Work Practice: Community Organization, Management |
| and Policy |
| Any foreign language course |
| Please note, some of the above courses may have a prerequisite. |

## CONCENTRATIONS IN CRIMINAL JUSTICE

Courses may be used to meet elective and related requirements.

## Law Enforcement Concentration

The Law Enforcement concentration will provide students who wish to enter a competitive job market with a clear path of elective choices that will enhance both their understanding of the field of law enforcement as well as their professional marketability post-graduation.

## Curry College

|  | CREDITS |
| :--- | :--- |
| Required: 7 credits | 1 |
| CJ 2215 Law Enforcement Bystander Preparation, Ethics and Wellness | 3 |
| CJ 2040 Police Investigations | 3 |
| CJ 3212 Community Policing: Case Studies and Problem Solving | 3 |
| Choose one of the following: 3 credits | 3 |
| CJ 2008/3008 Special Topics (if Law Enforcement focused) | 3 |
| CJ/SOC 2402 Domestic Violence: Family and Intimate Partner Violence | 3 |
| CJ 2450 White Collar Crime | 3 |
| CJ 2510 Introduction to Cybercrime | 3 |
| CJ 2697 Terrorism and Homeland Security | $\mathbf{1 0}$ |
| CJ 3450 Internship (if Law Enforcement focused) | P <br> Total: |

## Survivor/Witness/Victim Advocacy Concentration

The concentration, by promoting empathy and human rights, helps prepare students for careers in informed advocacy for people who have witnessed or have been victimized by crime.

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|  | CREDITS |
| :--- | :--- |
| Required: 12 credits | 3 |
| CJ/SOC 2350 Human Diversity in Criminal Justice | 3 |
| CJ 3300 Justice and Human Rights Advocacy | 3 |
| SWK 2310 Introduction to Social Work | 3 |
| SOC/SWK 3390 Crisis Intervention | 3 |
| Choose one of the following: 3 credits | 3 |
| CJ/SOC 2160 Urban Life: Culture and change | 3 |
| CJ 2170 Population, Immigration, and Crime | 3 |
| CJ/SOC 2402 Domestic Violence: Family and Intimate Partner Violence | 3 |
| SWK 2410 Working with Individuals | 3 |
| SOC/SWK 2420 Working with Groups and Communities | 3 |
| CJ 3212 Community Policing: Case Studies and Problem Solving | 3 |
| CJ/SOC 3404 Sociology of Violence | 3 |
| CJ/SOC 3640 Deviance and Social Control | 3 |
| Total: | 3 |

## Requirements for a Minor in Criminal Justice: 15 credits

Students can earn a minor in Criminal Justice by taking CJ 1000 and four courses in the Criminal Justice curriculum at the 2000-level or above (excluding CJ/SOC 2340), with at least one course at the 3000 -level.

## Internships:

## Curry College

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

## Prerequisites for an internship include:

Completion of SOC/CJ 2340 with a grade of C- or better;
A 2.5 cumulative academic average;
And, no outstanding "Incomplete" in a previous field placement.

## Sociology \& Criminal Justice Programs

## SOCIOLOGY

Mission Statement

The Sociology program at Curry College offers students the opportunity to look at small-scale interactions of daily life and the large- scale organization and functions of social institutions in various settings and societies. Students gain insight into how the social world transcends individuals in historically evolving structural and cultural patterns. The program enables students to understand the influence of diversity (e.g., race, ethnicity, class, gender, sexual orientation) and inequality on their lives and the lives of others.

These influences will be framed under the larger themes of social justice and global awareness, with an emphasis on social construction and the ways in which these constructions create boundaries that categorize, separate, advantage, or marginalize people. Using the knowledge gained from this perspective, students will better understand how people live together and give meaning to their own actions and attribute meaning to others' actions. Students will be able to think critically about solutions to social problems in the United States and globally. Students will gain a deeper understanding and awareness about themselves and the wider world and acquire knowledge and skills that are useful personally and professionally (e.g., human services, social work, criminal justice, politics, and business). The program and its faculty encourage community service and internships.

## Curriculum:

## Curry College

The Sociology major offers students an in-depth look at contemporary human society, its culture and social institutions. It provides a critical lens for examining the construction and framing of social issues, a platform for global awareness, and a deeper understanding of social justice. The course work in the major brings together the disciplines of: sociology, with an emphasis on social construction, institutions, social issues, and social justice; and social work and social policy, with a focus on intervention and social problems, and anthropology, with its cross-cultural perspectives. A selection of diversified courses linked together by a number of important themes is offered.

The larger focus is on the relation between social forces and the individual. Sociology courses examine customs, norms, roles, and the overall organization of contemporary society. Within this context the following themes emerge:

1. The social facts and problems associated with inequality, emphasizing gender, race, ethnicity, and social class;
2. Social groups and institutions from family to bureaucracy, emphasizing health care, education, work, and social policy;
3. Methods of social change for individuals and groups confronting social change, conflict, and differences in wealth and power.

For the sociology course offerings, 1000-level courses provide a comprehensive descriptive overview at the introductory level, 2000-level courses provide an in-depth specialized study of a particular case, area, or social phenomenon and introduce theoretical perspectives, and 3000-level courses analyze case materials applying theory critically in specific cases and consider the consequences of various theories on social policy and strategies for social change.

Any 2000-level sociology course is a prerequisite for any 3000-level sociology course. Any student who has grounds to request a waiver of this requirement may do so by contacting the Chair of Sociology and Criminal Justice. This request must be made prior to enrolling in the upper-level sociology course.

## Grade Requirements for Sociology Majors

Students who major in Sociology must achieve a grade of C- or above in all core courses in the major. If a student receives a lower grade than a $C$-, that student will need to repeat the course.

## Curry College

|  | CREDITS |
| :--- | :--- |
| Prerequisites: |  |
| SOC 1000 Introduction to Sociology: The Sociological Imagination | 3 |
| SOC 1140 Quantitative Data Analysis for the Social Sciences | 3 |
| Core Requirements for Sociology Major: | 3 |
| SOC 2130 Sociological Theory | 3 |
| SOC 2600 Methods in Social Research | 3 |
| SOC 4000 Independent Research | 3 |
| Choose (at least) two from these course options | 3 |
| SOC 2200* Race and Ethnicity | 3 |
| SOC 2470* Sex, Gender and Sexuality | 3 |
| SOC 2510* Social Movements and Social Action | 15 |
| SOC 2760* Wealth, Poverty and Social Class | 3 |
| Electives (5 courses/15 credits) | 3 |
| *Course may be used as an elective after core requirement is satisfied | 3 |
|  | 3 |

Students must take 5 courses/15 credits at the 2000- or 3000-level with at least 1 from 3000level. These courses may also be used toward a concentration. Elective options include any course with a SOC designation or cross-listing.

Sociology courses used toward concentrations may be used to meet elective requirements (CJ only courses CJ 2170, CJ 3300 and CJ 3212 may not.)

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| Requirements in Related Areas: |  |
| :--- | :--- |
| CJ/SOC 1001 Academic and Career Exploration | 1 |
| CJ/SOC 2340 Developing Foundations for Success | 3 |
| CJ/SOC 3901 College to Career Transitions | 1 |

## Survivor/Witness/Victim Advocacy Concentration (5 courses/15 credits)

The concentration, by promoting empathy and human rights, helps prepare students for careers in informed advocacy for people who have witnessed or have been victimized by crime.

## Required (12 Credits)

SWK 2310 Introduction to Social Work Practice

CJ/SOC 2350 Human Diversity in Criminal Justice

CJ 3300 Justice and Human Rights Advocacy (prerequisite for concentration, CJ/SOC 2350)

SOC/SWK 3390 Crisis Intervention
Electives for the concentration (3 credits) - choose one of the following:

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| SOC/CJ 2160 Urban Life: Culture and Change |
| :--- |
| CJ 2170 Population, Immigration, and Crime |
| SOC/CJ 2402 Domestic Violence: Family and Intimate Partner Violence |
| SWK 2410 Working with Individuals |
| SOC/SWK 2420 Working with Groups and Communities |
| CJ 3212 Community Policing: Case studies and problem solving |
| SOC/CJ 3404 Sociology of Violence |
| SOC/CJ 3640 Deviance and Social Control |

## Requirements for Sociology Minor:

Students can earn a minor in Sociology by taking SOC 1000 Introduction to Sociology and four courses in the sociology curriculum at the 2000- level or above (excluding SOC/CJ 2340), with at least one course at the 3000-level.

## Experiential Learning (Internships):

Sociology majors are encouraged to experiential learning in fieldwork settings to observe social life and institutions and to participate in programs and projects designed to develop critical understandings of our society.

1. Completion of SOC/CJ 2340, Introduction to Experiential Learning, with a grade of C or better;
2. A 2.75 cumulative average overall;
3. A 3.0 average in the major;
4. No outstanding "Incomplete" in an earlier field placement.

Additionally, Sociology students electing to do an internship are required to take the corequisite:

SOC 3450 SM Sociology Internship Seminar.

## Curry College

## Transformative Justice (Major)

## TRANSFORMATIVE JUSTICE (MAJOR)

The Transformative Justice major will offer students an interdisciplinary foundation for working with individuals and groups to achieve social justice. Some of the core coursework explores the foundations of the traditional criminal justice system, although subsequent coursework will explore the limitations of the adversarial model and look to bridge sociological and social work approaches with alternative approaches to justice. These approaches highlight the systemic nature of harm and the importance of human rights activism as well as non-traditional methods, such as restorative justice. We anticipate students who wish to work in human services, advocacy, organizing, non-profit work, and/or human rights, will find this to be a solid foundation for subsequent work in these areas.

## Program Outcomes:

Upon completion of the Bachelor of Arts in Transformative Justice, students will be able to:

1. Critique the current criminal justice system
2. Identify and evaluate relevant research regarding privilege, harm, violence and justice
3. Explore concepts of trauma, healing and resilience
4. Explain how social institutions and systems perpetuate violence and harm
5. Identify intersecting forms of privilege and the relation to violence, harm and the system
6. Explore ways social justice movements transform systems
7. Identify strategies for intervention with individuals who may experience harm and/or crisis
8. Identify alternatives to our current justice systems [or criminal justice system] that disrupt the status quo, address conditions creating injustice and break individual, family and community generational cycles of violence and harm

| TRANSFORMATIVE JUSTICE MAJOR REQUIREMENTS | CREDITS |
| :--- | :--- |

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| TRANSFORMATIVE JUSTICE MAJOR REQUIREMENTS | CREDITS |
| :---: | :---: |
| Prerequisites: | 12 |
| CJ 1000 Introduction to Criminal Justice | 3 |
| PSY 1030 Introduction to Psychology | 3 |
| SOC 1000 Introduction to Sociology | 3 |
| SOC/CJ 1140 Quantitative Data Analysis | 3 |
| Major Core Requirements: | 51 |
| CJ 2000 Criminology | 3 |
| CJ 2100 Corrections | 3 |
| CJ 2204 Court Processes \& Alternate Pathways or CJ 3205 Law \& Society | 3 |
| CJ 3300 Justice \& Human Rights Advocacy | 3 |
| CJ 3900 Capstone in Criminal Justice (with Transformative Justice focus) | 3 |
| SOC/CJ 2120 Restorative Justice: Community \& Incarceration | 3 |
| SOC/CJ 2125: Resiliency Rising: Restorative Justice | 3 |
| SOC/CJ 2350 Human Diversity in Criminal Justice | 3 |
| SOC/CJ 2402 Domestic Violence | 3 |
| SOC/CJ Methods in Social Research | 3 |
| SOC 2490 Grassroots Activism or SOC 2510 Social Movements | 3 |
| SOC 2050 Social Problems | 3 |
| SOC 2740 Wealth, Poverty, and Social Class | 3 |

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| TRANSFORMATIVE JUSTICE MAJOR REQUIREMENTS | CREDITS |
| :--- | :--- |
| SWK 2310 Intro to Social Work Practice | 3 |
| SWK 2420 Working with Groups and Communities | 3 |
| SWK 3390 Crisis Intervention | 3 |
| SWK 2310 Working with Individuals | 3 |
| Major Electives (see list below for options): | 6 |
| Requirements in Related Areas: | 1 |
| CJ/SOC 1001 Academic and Career Exploration | 3 |
| CJ/SOC 2340 Developing Foundations for Success | 1 |
| CJ/SOC 3901 College to Career Transitions | ( |

## MAJOR ELECTIVES INCLUDE:

CJ 2204 Court Processes and Alternative Pathways* (if not used as core choice)
CJ 3205 Law and Society* (if not used as core choice)

## PRS 2210 Ethics

SOC 2090 Climate Justice
SOC 2200 Race and Ethnicity
SOC 2490 Grassroots Activism* (if not used as core choice)
SOC 2510 Social Movements/Social action* (if not used as core choice)
SOC 2620 Diversity in Families
SOC 2470 Sex, Gender, and Sexuality
SOC/CJ 3404 Sociology of Violence

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SOC/CJ 3640 Deviance and Social Control
PSY 2100 Adolescent Psychology
PSY 2125 Substance Abuse Counseling
PSY 2130 Introduction to Clinical and Counseling Psychology
PSY 2250 Psychology of Family Life
PSY 2330 Drugs and Behavior
PSY 3120 Counseling theory
SWK 3000 Advocacy in Social Work Practice

## Sociology \& Criminal Justice Programs <br> CONCENTRATIONS AND MINORS

CRITICAL INEQUALITY STUDIES CONCENTRATION AND MINOR

Critical Inequality Studies will provide a concentration for sociology majors who want to focus their studies in this area, as well as a minor for students outside of Sociology who are interested in this area of study. The minor/concentration will provide students will a broadbased background on intersecting inequalities and systems of oppression, from understanding the historical and social roots of inequalities to learning tools and strategies for addressing inequalities and creating positive social change.

- Demonstrate an understanding of and respect for diversity
- Describe current empirical patterns of inequality and their effects on peoples' lives.
- Analyze and explain the historical and social roots of contemporary patterns of inequality
- Apply sociological concepts and research to analyze the structure and reproduction of systems of inequality
- Compare different forms of inequalities such as social class, gender, and race
- Recognize the inter-relationships between different systems of inequality


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- Critically analyze social policies in terms of their effects on inequality and social stratification
- Recognize the role of activism in addressing inequalities and analyze how activists have organized against various forms of oppression

|  | CREDITS |
| :--- | :--- |
| SOC 2200 Race and Ethnicity | 3 |
| SOC 2470 Sex, Gender and Sexuality | 3 |
| SOC 2510 Social Movements and Social Action | 3 |
| SOC 2760 Wealth, Poverty and Social Class | 3 |
| One of the following courses: | 3 |
| SOC 2050 Social Problems | 3 |
| SOC 2090 Climate Justice | 3 |
| SOC 2490 Grassroots: Organizing, Leadership and Social Change | 3 |
| SOC 2620 Diversity in Families | 3 |
| SOC 3300 Sociology of Medicine and the Body | 3 |
| SOC 3600 Chocolate Cities | 3 |

## Cybercrime (Minor)

## CYBERCRIME (MINOR)

The minor in cybercrime is designed to expose students to the specific area of crime that occurs involving computers, internet, and related technologies. Students will explore the broad concepts and theories of white-collar crime and as well as the more specific crimes that are likely to occur on computers and devices; including but not limited to identity theft,

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cyberstalking, trafficking, and extremism. In addition, students will explore the legal frameworks that are specific to these types of crimes and identify specific techniques and tools used for investigating cybercrimes.

| CYBERCRIME MINOR: | CREDITS |
| :--- | :--- |
| CJ 2190 Transnational Crime \& Corruption | 3 |
| CJ 2450 White Collar Crime | 3 |
| CJ 2510 Introduction to Cybercrime | 3 |
| CJ 2530 Cyberlaw | 3 |
| CJ 2620 Digital Forensics \& Investigations | 3 |
|  | 15 |

## Forensics Investigations (Minor) <br> FORENSICS INVESTIGATIONS (MINOR)

Students minoring in Forensics Investigations (not to be confused with Forensic Science) will be introduced to the various techniques, tools and scientific tests used to investigate crime along with the application of these elements in a court of law. The minor focuses on several areas of forensics, from digital and financial evidence collection to crime scene evidence and laboratory processing and evaluation. Students will learn and understand the various ways law enforcement, mental health professionals, accountants, computer technicians, and scientists collect, process and evaluate evidence for use in legal proceedings.

Students majoring in the areas of Criminal Justice, Psychology, Computer Science, Business Administration, Accounting and the Natural Sciences will enhance their professional tool belt with a minor in Forensics Investigations.

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| FORENSICS INVESTIGATIONS MINOR: | CREDITS |
| :--- | :--- |
| Required: |  |
| CJ 2040 Police Investigations | 3 |
| FSC 1010 Introduction to the Forensic Sciences (includes Recitation) | 4 |
| FSC 1700 Forensic Photography | 1 |
| Choose two of the following (6-8 credits): | 3 |
| ACNT 2060 Fraud Examination and Forensic Accounting | 3 |
| CJ 2610 Forensic Psychology and the Law | 3 |
| CJ 2620 Digital Forensics and Investigations | 4 |
| FSC 2700, 2701 Forensic Science I: Evidence Response (includes Laboratory) | $\mathbf{1 4 - 1 6}$ |
|  |  |

## Law and Society (Minor)

## LAW AND SOCIETY MINOR

This minor is designed to prepare students for careers in advocacy, legal research, paralegal studies, and for those who wish to pursue graduate school in law. The Law and Society minor builds valuable critical thinking and analytical skills through the examination of legal systems, exploring philosophical, political, sociological, historical, and ethical approaches to legal issues. With a multidisciplinary approach that draws deeply on the liberal arts and social sciences, a law and society minor focuses on the law, legal institutions, and legal issues affecting society.

This is a 15 -credit minor. Students must take all required courses. Students only need to take elective courses if they have not obtained the 15-credit minimum toward the minor due to exceeding the number of allowable double counted major/minor credits.

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Note: For course descriptions for the Law and Society minor please see the respective department listings.

|  | CREDITS |
| :--- | :--- |
| Required Courses Credits | 3 |
| BUS 2250 Business Law | 3 |
| CJ 2020 Criminal Law | 3 |
| CJ 3205 Law and Society | 3 |
| P\&H 2310 U.S. Constitutional Law | $\mathbf{1 2}$ |
|  |  |

## Electives (choose as needed for 15 credits total)

| CJ 2030 Criminal Procedure |
| :--- |
| CJ/SOC 2505 Environmental Law, Crime and Justice |
| P\&H 1050 U.S. Politics |
| PRS 2210 Ethics |
| SOC 2510 Social Movements |

## Social Work (Minor)

## SOCIAL WORK MINOR

Social workers mentor and empower clients from diverse ethnic, cultural, and socioeconomic backgrounds while building meaningful professional relationships. Students will learn the importance of advocacy and become more aware and sensitive to people

## Curry College

struggling with a variety of individual, family, and community/societal issues A semester long internship which will enhance their education by completing a practical field experience is required of all students.

Students can earn a minor in Social Work by completing 18 credits; three required courses ( 9 credits), one ( 3 credit) internship, and two elective courses ( 6 credits). One elective course will be selected from the Working with Individuals and Families category, and one course selected from the Social Welfare Systems category.

| REQUIREMENTS FOR THE MINOR: | CREDITS |
| :--- | :--- |
| Required Courses: | 3 |
| SWK 2310 Introduction to Social Work | 3 |
| SWK 2410 Working with Individuals | 3 |
| SWK 3000 Advocacy in Social Work Practice: Community Organization, <br> Management and Policy Evaluation | 3 |
| SWK/SOC 3450 Internship and Internship Seminar | $\mathbf{1 2}$ |
|  |  |

Students must choose two electives; one from each category listed below for a total of six (6) additional credits

Students must pick one course (3 credits) from the following Working with Individuals and Families category:

| SOC/PSY 2220 Death, Dying and Bereavement |
| :--- |
| SOC 2402 Domestic Violence |
| SOC 2620 Diversity in Families |
| SOC/SWK 3390 Crisis Intervention |

Students must pick onecourse (3 credits) from the following Social Welfare Systems category:

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| CJ/SOC 2120 Restorative Justice: Community and Incarceration |
| :--- |
| CJ/SOC 2125 Resiliency Rising: Restorative Justice |
| SOC/SWK 2420 Working with Groups and Communities |
| SOC 2760 Wealth, Poverty and Social Class |
| SOC 3300 Sociology of Medicine and the Body |
| SOC 3600 Chocolate Cities |

## White Collar Crime (Minor)

## WHITE-COLLAR CRIME MINOR

The minor in White-Collar Crime will prepare students for a career in criminal fraud investigations as well as incorporate aspects of the Certificate in Fraud Examination (CFE) which can be completed upon graduating from Curry College.

In the public sector, there are countless agencies employing investigators at the federal, state and local levels. Positions range from local police detective to special agent of the Federal Bureau of Investigation. Investigators at the state and local levels investigate criminal cases, and usually specialize in one type of crime, such as white-collar crime or financial crime. Special Agents at the federal level conduct investigations for criminal violations of federal laws and regulations.

In the private sector, Private-Sector Investigators work in the loss prevention department for retail and warehouse security, as independent or agency private investigators, or as internal or external fraud analysts for an organization. Most businesses that possess an inventory of goods in a warehouse or retail environment have a Loss Prevention (LP) department committed to reducing inventory shrinkage and preventing retail larceny. Private investigators gather facts and collect evidence to conduct investigations on a variety of different crimes. Internal fraud analysis is primarily concerned with monitoring a company's own employees, whereas external fraud analysis deals with outside fraudsters.

## Program Learning Outcomes

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- Describe financial transactions and fraud schemes, legal elements of fraud, Fraud Investigations and fraud prevention and deterrence.
- Explain the job, objective, and background of forensic accounting.
- Describe the international structures and function of transnational crime and corruption.
- Examine how critical thinking is used as an instrument of white-collar crime.
- Develop an understanding of the elements of forensic accounting to include asset misappropriation, financial statement fraud, and corruption.

|  | CREDITS |
| :--- | :--- |
| Requirements for the Minor: | 3 |
| ACNT 1010 Financial Accounting | 1 |
| BUS 1010 Excel for Business | 3 |
| ACNT 2060 Forensic Accounting and Fraud Examination | 3 |
| CJ 2190 Transnational Crime and Corruption | 3 |
| CJ 2450 White-Collar Crime | 13 |
| Total: |  |

## Restorative Justice (Certificate)

## RESTORATIVE JUSTICE CERTIFICATE

A certificate in Restorative Justice is desirable as more and more police departments, departments of corrections, and prosecutor's offices are utilizing restorative justice principles and practices as part of their efforts to deal with the impact that crime, violence, violation, trauma, and vicarious trauma have on individuals and the community at large. Law enforcement officers can be subject to immense stress on the job. Many people do not

## Curry College

realize how dangerous and traumatic a law enforcement officer's job can be. If not given the ability to process their trauma, officers may progressively lose flexibility and humanity on the job.

While more law enforcement officers are now receiving training on how to de-escalate conflicts, much of the training may not go deep enough in responding to the effects on the officers of prior trauma. With adequate education and training in recognizing and managing trauma, law enforcement officers can move towards rehumanizing self and "the Other" - a major goal of restorative justice. Trauma education within a restorative justice context will improve the lives of law enforcement officers, their families, and communities among whom trauma is widespread.

Students with a trauma-informed Restorative Justice certificate will stand out from their peers and be able to cast a wider net when seeking job opportunities.

## Program Learning Outcomes

- Develop an understanding of trauma via a restorative justice lens
- Analyze the research on trauma-informed restorative justice practices
- Develop an understanding of a restorative justice trauma sensitive approach to interrupting racial disparities
- Develop facilitation skills to become a restorative justice practitioner
- Develop a deep appreciation and understanding of the history of restorative justice

|  | CREDITS |
| :--- | :--- |
| Requirements | 3 |
| CJ/SOC 2120 Restorative Justice: Community and Incarceration | 3 |
|  <br> Resilience |  |

## Visual and Performing Arts Programs

An appreciation of aesthetic experience is one of the educational goals of the mission of Curry College. The Department of Visual and Performing Arts offers to all Curry students an

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integrated experience in perceiving and appreciating the arts through Introduction to Fine Arts which meets the General Education Humanities Breadth requirement.

Majors and minors in Studio Arts and Graphic Design and minors and course offerings in Art History, Dance, Music, Photography and Studio Arts offer students exposure to a variety of visual and performing arts programs.

## Graphic Design (Major/Minor)

## GRAPHIC DESIGN

## PROGRAM GOALS:

The Graphic Design program educates individuals to become highly skilled creative thinkers, knowledgeable designers and responsible professionals, empowering them to enter the marketplace confident and prepared for this ever-changing field of graphic design.

## Program Learning Outcomes:

1. To utilize the principles of organization, composition, color, hierarchy, balance, contrast, emphasis, depth, rhythm, symbolism, and craft in execution to create a visual impact.
2. To be proficient with industry standard software.
3. To be able to choose typographic solutions for a variety of applications.
4. To apply working knowledge of graphic design history and theory.
5. To generate original concepts for an intended audience while maintaining a structured approach.
6. To produce quality professional pieces while paying attention to detail by showing the initiative necessary to work successfully within the confines of any given project.
7. To extend creative inquiries (Critiques).
8. To solve communication problems with a focus on positive ethical impact.
9. To work with diverse teams.
10. To embrace design as a vehicle for social change.

## Curry College

11. To recognize the importance of participating in events.

## Discover who you want to become in our career-driven, industry focused Graphic Design program. <br> Your career starts here.

The Graphic Design program educates individuals to become highly skilled creative thinkers and problem solvers, knowledgeable designers, and responsible professionals, allowing them to enter the marketplace confident and prepared for the ever-evolving field of graphic design. We are close to world-class cultural attractions but, far removed from urban distractions.

Available as a major and a minor, a Graphic Design degree from Curry College focuses on mastering the principles, technology, and practical applications needed to produce industryrelevant design solutions. The curriculum guides students through the process of understanding strategic analysis to mastering the technical, conceptual, and practical skills needed to excel in today's design industry. Throughout the program, graduates will attend industry conferences, exhibit work in regional and national design competitions, collaborate with leaders in the field, and become proficient using the essential industry software, Adobe Creative Suite.Policies, Conditions and/or Fees Progression in Program:

- The Graphic Design program has a laptop and software subscription requirement, please contact the Department for specifications.
- Students are strongly encouraged to join AIGA (American Institute of Graphic Arts), the professional association for design.
- A minimum grade of C - or higher is required for all program-specific required courses in this major (courses with a GD or SA prefix).
- An informal meeting with Graphic Design Faculty is required at the end of a student's first year to review the work created in first- year classes to make sure the student is on track.
- The core Studio Arts (SA) courses including SA 1775, SA 1810, and SA 1790 must be completed by the end of the sophomore year in order to continue with Graphic Design classes or students must have the Department Chair's permission to progress.
- Before proceeding to the junior year, all students must demonstrate they possess the skill level necessary for advanced studio work by: (1) achieving a CGPA of 2.5 or higher for the first two years of course work in the program and (2) by receiving a passing evaluation by a portfolio review panel at the end of the Sophomore year with outside


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critics. Petitions from students whose GPA falls below 2.5 but who are otherwise qualified for upper-division course work will on occasion be considered by the Program Faculty and Department Chair.

- Students are strongly encouraged to take the Adobe Certification Exams that are recognized by employers in the industry.

External Design Competitions: All juniors and seniors are required to enter two (2) external design competitions each year for degree completion. Students are required to provide advisor a copy of submission for record.

The Graphic Design program reserves the right to retain work done in classes for possible inclusion in exhibitions. All final work must be submitted by the end of the term in original format plus PDF's, to be used in exhibitions on the College website and to show accrediting agencies such as New England Association of Schools and Colleges (NEASC). Detailed information regarding how to submit these large files will be provided at the time they are due.

Curry College cannot assume any responsibility for damaged or missing work.

| PREREQUISITES: | CREDITS |
| :--- | :--- |
| GD 1500 Digital Essentials | 3 |
| SA 1775 Two-Dimensional Design Studio | 3 |
| SA 1790 Light and Color Studio | 3 |
| SA 1810 Drawing Studio | 3 |
| GD 2797 Digital Photography | 3 |
| Major Requirements: | 3 |
| GD 2500 Graphic Principles I | 3 |
| GD 2575 Web Design \& Development | 3 |
| GD 3450 Internship/Professional Practice | 3 |
| GD 3500 Graphic Principles II |  |

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| PREREQUISITES: | CREDITS |
| :---: | :---: |
| GD 3555 The Art of Typography | 3 |
| GD 3755 The Art of Typography II | 3 |
| GD 3765 Editorial Design | 3 |
| GD 3780 Web Design \& Development II | 3 |
| GD 3785 Vector Graphics | 3 |
| GD 3790 Strategic Branding, a Comprehensive Approach | 3 |
| GD 3795 Package Design | 3 |
| GD 3980 Visual Arts Seminar | 3 |
| GD 4570 Personal Branding for Social Media | 3 |
| GD 4650 Portfolio Development | 3 |
| GD 4900 Senior Degree Project | 6 |
| Art History Requirements: (9 credits) |  |
| AH 2935 Modern Art | 3 |
| AH 2970 History of Graphic Design | 3 |
| AH 3010 Research Methods in World Art | 3 |
| Other: |  |
| GD 37002 \& 3D Animation | 3 |
| GD 3787 Motion Graphics | 3 |
| GD 4050 Independent Studio | 3 |

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(If the GPA Requirement of 2.85 in major or higher is not met, a student must substitute this course for GD 3450 Internship/ Professional Practice).

## GRAPHIC DESIGN MINOR

A minor involves a sequence of courses that focus on a particular area of study different from, and secondary to, the major. Courses collectively provide coverage and understanding of the subject area.

Please Note: One course selected for a minor can be a program requirement in the student's major. Requirements and General Electives can count towards a minor. In the event ot duplication, the student must select an appropriate substitution for the same by completing a Degree Audit Adjustment form in consultation with Graphic Design Faculty in the minor and the Department Chair. Students should work closely with their advisor to determine it they will able to meet the requirements of both the major and the minor degree program.

The Graphic Design Minor consists of four required courses and two electives.
Non-Fine \& Applied Arts majors must take SA 1775 before taking any of the Graphic Design courses and one more elective. May be taken consecutively with GD 1500 Digital Essentials.

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| REQUIREMENTS: | (12 CREDITS) |
| :--- | :--- |
| GD 1500 Digital Essentials (General Education/Arts Breadth class) | 3 |
| GD 2500 Graphic Principles I | 3 |
| GD 3500 Graphic Principles II | 3 |
| GD 3555 The Art of Typography | 3 |
| Select two (2) of the following electives: | $\mathbf{3}$ credits) |
| GD 2100 Data Storytelling and Visualization | 3 |
| GD 2575 Web Design and Development | 3 |
| GD 3450 Internship/Professional Practice | 3 |
| GD 3700 2D and 3D Animation | 3 |
| GD 3755 The Art of Typography II | 3 |
| GD 3765 Editorial Design | 3 |
| GD 3780 Web Design and Development II | 3 |
| GD 3785 Vector Graphics | 3 |
| GD 3787 Motion Graphics | 3 |
| GD 3790 Strategic Branding, a Comprehensive Approach | 3 |
| GD 3795 Package Design | 3 |
| GD 4650 Portfolio Development | 3 |
| GD 4570 Personal Branding for Social Media | 3 |
|  | 3 |
|  | 3 |
|  | 3 |

## Studio Arts (Major/Minor)

## STUDIO ARTS

The Visual \& Performing Arts Department offers a Studio Arts Major and a Studio Arts Minor. The educational goal of the Studio Arts Major is to balance the development of artistic sensibility and technical proficiency. This balance is promoted through coursework and personal interaction with faculty of high professional caliber in the arts and design.

Graduates of the Studio Arts Major at Curry are employed in a variety of fields, many of which expand the traditional role of the artist. The faculty strongly advises students to seek internships while enrolled in the program.

Arts faculty and the Center for Career Development advise students on internship opportunities at galleries, museums, educational institutions, and other settings where studio arts training is central. Various organizations and institutions offer professional mentoring in arts administration, art education, community arts, art therapy, illustration, museum related fields, and professional art practice.

Prospective first year students should enroll in SA 1775 Two-dimensional Design for Majors and SA 1800 Drawing in their first semester. Upper class students declaring the Major should complete these classes as soon as possible. Students with previous study in the arts are encouraged to contact a member of the Studio Arts faculty to discuss a plan of study that acknowledges abilities gained prior to entering the College.

## STUDIO ARTS LEARNING OUTCOMES

- Compose and design using formal design elements and principles in a purposeful way
- Communicate ideas visually while examining how formal design elements strengthen the communicative properties of an image
- Experiment and explore a variety of media, resulting in mastery of one or more media
- Integrate traditional art making techniques with digital components through experimenting with a variety of media
- Develop visual sensitivity through the process of research, conceptual development, creating works of art, discussion and critique
- Conceptualize and create work from idea to physical form while examining process


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- Examine and articulate an integrated perspective on the arts in conjunction with social, historical, political and/or environmental and contemporary issues
- Appreciate the diversity of aesthetic expression in both the western and non-western worlds
- Document personal vision and voice through the creation of a portfolio in a cohesive and professional manner
- Use language of the discipline in a written format research and discuss inspiration, analyze process, and describe works of art


## STUDIO ARTS MAJOR

|  | CREDITS |
| :--- | :--- |
| Prerequisites: | 3 |
| GD 1500 Digital Essentials | 3 |
| SA 1775 Two-Dimensional Design Studio | 3 |
| SA 1790 Light and Color Studio | 3 |
| SA 1810 Drawing Studio | 12 |
| Major Requirements | 3 |
| SA 2800 Figure Drawing | 3 |
| SA 3800 Drawing II | 6 |
| Capstone Courses | 3 |
| SA 4650 Portfolio Development | 3 |
| SA 3980 Visual Arts Seminar | 3 |

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|  | CREDITS |
| :---: | :---: |
| SA 4050 Independent Studio | 3 |
|  | 9 |
| Art History Electives |  |
| AH 1100 World Art | 3 |
| AH 3010 Research Methods in World Art | 3 |
| Choose one of the following (3 credits): |  |
| AH 2000 Identity \& Visual Culture: <br> A Global Perspective | 3 |
| AH 2720 History of Photography | 3 |
| AH 2930 Contemporary Art | 3 |
| AH 2935 Modern Art | 3 |
|  | 9 |
| Major Electives: |  |
| Choose three 2000 level and one 3000 level of the following: |  |
| SA 2001 Art and Identity | 3 |
| SA 2072 Digital Art | 3 |
| SA 2200 Art in the Community | 3 |
| SA 2750 Printmaking I | 3 |
| SA 2780 Sculpture | 3 |

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|  | CREDITS |
| :--- | :--- |
| SA 2797 Digital Photography | 3 |
| SA 2800 Figure Drawing | 3 |
| SA 2810 Painting I | 3 |
| SA 2813 Watercolor | 3 |
| SA 2819 Studio: Painting and Drawing | 3 |
| SA 2870 Artists' Books | 3 |
| SA 3 Studio Art Course at the 3000 level | 3 |
| SA 2755 Relief Printmaking | 3 |
| SA 3750 Printmaking II | 3 |
| SA 3072 Digital Art II | 3 |
|  | 12 |

Studio Arts majors are encouraged to enroll in Studio Arts courses beyond the required categories of the Studio Arts Major and apply them toward general elective Liberal Arts credit.

## STUDIO ARTS MINOR

|  | CREDITS |
| :--- | :--- |
| Required: |  |
| SA 1770 Two-dimensional Design <br> or <br> SA 1775 Two-Dimensional Design Studio | 3 |

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|  | CREDITS |
| :---: | :---: |
| SA 1800 Drawing I or SA 1810 Drawing Studio | 3 |
| SA 3800 Drawing II | 3 |
| Choose three of the following: |  |
| SA 2001 Art and Identity | 3 |
| SA 2072 Digital Art | 3 |
| SA 2200 Art in the Community | 3 |
| SA 2750 Printmaking I | 3 |
| SA 2780 Sculpture | 3 |
| SA 2797 Digital Photography | 3 |
| SA 2800 Figure Drawing | 3 |
| SA 2810 Painting I | 3 |
| SA 2819 Studio: Painting and Drawing | 3 |
| SA 2870 Artists' Books | 3 |
| SA 3- Studio Art Course at 3000-level | 3 |
| Total: | 18 |

Studio Arts minors are encouraged to enroll in Studio Arts courses beyond the required categories of the Studio Arts Minor and apply them toward general elective Liberal Arts credit.

## Art History (Minor)

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## ART HISTORY

## ART HISTORY (Minor)

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

## Program Learning Outcomes

- Recall key artworks and the civilizations that created them
- Situate works of art and architecture within the history of art-- identify their appropriate periods/eras/movements
- Classify the correct art historical vocabulary/terms when formally analyzing and assessing works of art
- Organize visual images and architecture in their broader social contexts, leading students to understand how social, cultural, and intellectual factors help inform the creation of such artworks
- Demonstrate writing as a form of thinking and problem- solving within the discipline that includes:
- Applying the skills learnt to identify and contextualize artworks
- Critically assessing the art historical literature
- Documenting such material accurately and consistently in a research paper
- Develop historical theories by integrating broader disciplinary traditions with art history and global contemporary issues


## Curry College

|  | CREDITS |
| :--- | :--- |
| Required Courses for the Art History Minor: |  |
| AH 1100 World Art | 3 |
| AH 3010 Research Methods in World Art | 3 |
|  | 6 |
| Current Electives in Art History-choose four from the following (or any |  |
| other art history course at the 2000-level or beyond): | 12 |
| AH 2000 Identity and Visual Culture: A Global Perspective |  |
| AH 2498 Film Criticism | 18 |
| AH 2720 A History of Photography |  |
| AH 2930 Contemporary Art |  |
| AH 2935 Modern Art |  |
| AH 2960 Non-Western Art |  |
| AH 2970 History of Graphic Design |  |

## Art Therapy (Minor)

## ART THERAPY - STUDIO ARTS EMPHASIS (Minor)

The Art Therapy Minors provide students in the Psychology and Studio Arts majors direct pathways to pursue graduate study in Art Therapy. For those not in the Psychology or Studio Arts majors, they do not provide a direct pathway to graduate study unless they complete all courses in both emphasis areas.

The Education Committee of the American Art Therapy Association requires students to

## Curry College

complete courses that provide "knowledge of and skills in usage of visual art and the creative process, coupled with application of theories and techniques in human development, psychology, and counseling" to proceed to study Art Therapy at the graduate level. The Art Therapy Minors compile courses that provide precisely the knowledge and skills required by the AATA to study at the graduate level.

For information on the Art Therapy Minor (Psychology Emphasis) please see the Psychology program section of the Catalog.

## Program Learning Outcomes

- Compose and design using formal design elements and principles in a purposeful way
- Communicate ideas visually while examining how formal design elements strengthen the communicative properties of an image
- Experiment and explore a variety of media, resulting in mastery of one or more media
- Integrate traditional art making techniques with digital components through experimenting with a variety of media
- Develop visual sensitivity through the process of research, conceptual development, creating works of art, discussion and critique
- Conceptualize and create work from idea to physical form while examining process
- Examine and articulate an integrated perspective on the arts in conjunction with social, historical, political and/or environmental and contemporary issues
- Appreciate the diversity of aesthetic expression in both the western and non-western worlds
- Document personal vision and voice through the creation of a portfolio in a cohesive and professional manner
- Use language of the discipline in a written format research and discuss inspiration, analyze process, and describe works of art


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|  | CREDITS |
| :--- | :--- |
| Pre-Requisite Courses | 3 |
| SA 1770 Two-Dimensional Design | 3 |
| SA 1800 Drawing | 3 |
| Requirements | 6 |
| SA 2001 Art and Identity OR SA 2200 Art in the Community | 3 |
| Two SA Courses at the 2000 or 3000 Level | 18 |
| SA 3800 Drawing II |  |
|  |  |

## Dance (Minor)

## DANCE (Minor)

Dance courses in a variety of styles and levels are offered through the Department of Visual \& Performing Arts to all students. The study of dance enhances a student's liberal arts curriculum both as an art form and as a means to physical self-expression and fitness.

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

A student who decides to declare the dance minor must do so through a member of the dance faculty, the coordinator of Dance, or the chairperson of Visual \& Performing Arts.

The dance faculty works with the student to plan a sequence of courses most appropriate to individual background and goals. Some dance courses are repeatable for additional credit.

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


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|  | CREDITS |
| :--- | :--- |

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

DANC 4050 Independent Studio: Dance - Repeatable

## Music (Minor)

## MUSIC (Minor)

The study of music is available to all students through courses in a variety of styles and levels offered by the Department of Visual \& Performing Arts. Musicology courses focused on specific genres are designed to increase aesthetic awareness and promote active listening. Courses in music performance and private instruction develop individual potential, providing lifelong opportunities for purposeful social experience. Beginners are encouraged to participate.

Students may also declare a minor in music, to complement a major in any other area of study. The combination of a music minor with various majors may lead to graduate study and/ or careers in such fields as the expressive therapies or arts administration.

A student who decides to declare the music minor should do so through the portal. In addition to the requirements listed below, the faculty encourages music minors to elect an inter-area field experience that applies knowledge of music in a field placement appropriate to the student's major. Many students have found this pleasurable and beneficial for further career opportunities.

## Program Learning Outcomes

- Describe and analyze the formal elements of music as expressed in varied global practices.
- Identify and compare the repertories of varied global music traditions in historical and cultural context.
- Interpret music's meaning and function within a broad historical and cultural framework.


## Curry College

- Design and create original musical works and collaborative musical/multi-media projects.
- Perform as soloists and/or ensemble members in musical performance.

| MUSIC MINOR: | CREDITS |
| :--- | :--- |
| VPA 1000 Introduction to Visual and Performing Arts <br> OR MUS 1000 Introduction to the Study of Music, Culture and Society <br> OR three credits of MUS elective(s) at the 2000 level or above | $\mathbf{3}$ |
| Choose six credits (two courses) from the following: | 6 |
| MUS 2000 Western Classical Music |  |
| MUS 2050 Sound and Healing |  |
| MUS 2100 Traditions of Sacred Sound |  |
| MUS 2370 Jazz |  |
| MUS 2430 Music in Film MUS 2450 American Music MUS 2550 Music of the World |  |
| MUS 2450 American Music | $\mathbf{6}$ |
| MUS 2550 Music of the World |  |
| MUS 2610 Concert Going in Boston |  |
| MUS 2620 Global Popular Music and Media Cultures |  |
| MUS 2650 The Musical: Discovering Diversity |  |
| MUS 1200 Introduction to Digital Music Production |  |
| MUS 23XX/33XX Private instruction in Music (any instrument) |  |

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| MUSIC MINOR: | CREDITS |  |  |
| :--- | :--- | :---: | :---: |
| MUS 2309/2311/2313 Sing! The Curry College Choir |  |  |  |
| MUS 2315/3315 Small Ensemble/Band |  |  |  |
| MUS 2360 Music Theory: Songwriting |  |  |  |
| MUS 2700 Orchestra |  |  |  |
| MUS 2750 Concert Band |  |  |  |
| MUS 3350 Accelerando Chamber Chorale | 15 |  |  |
| MUS 4050 Independent Studio in Applied Music |  |  |  |
| (MUS 2310, 2309, 2311, 2313, 2700, and 2750 3350 can be applied multiple times for a total |  |  |  |
| of 4 credits) |  |  |  |
|  |  |  |  |

## Photography (Minor)

## PHOTOGRAPHY (Minor)

Our Photography minor offers an array of courses in the essentials of the industry's tools, techniques, and practices while preparing students for entrance into a photography field.

The minor is implemented in a state-of-the-art digital facility. Our curriculum places emphasis on the technical/aesthetic skills required to become a successful photographer. The program establishes a foundation for the students to build upon and evolve with the medium of photography. Individual courses focus on mastering the photography techniques such as studio and location lighting, portrait lighting, digital workflow, image manipulation, and retouching. In the classroom, and on location, students are exposed to industry hardware and software products and techniques. Students gain the technical skills necessary to develop an individualized digital photography portfolio.

## Curry College

Potential Careers: Studio Photography, Portrait Photography, Architectural Photography, Fashion Photography, Advertising Photography, Editorial Photography, Documentary Photography, Photojournalism, Event Photography and Photo Technician.

Students must complete five courses for a total of 15 credits for the Photography Minor. Please Note: Computer/Software is required of students in the minor.

## Learning Objectives:

- Demonstrate the knowledge and skills in the use of processes, tools, techniques and technology sufficient to work from concept to finished product. This involves a mastery of the materials, equipment, and processes of the discipline, including uses of cameras, lighting/digital technologies and printing.
- Demonstrate the understanding of visual forms and their aesthetic functions, and basic design principles, developing throughout the minor, with attention to such areas as composition, color, and lighting to produce professional images.
- Demonstrate the understanding of industrial and commercial applications of photographic techniques.
- Use and adapt to a variety of computer software and industry hardware for photographic purposes.
- Demonstrate effective use of written, verbal, and non-verbal communication, employing relevant knowledge, skills, and judgment in a professional level setting.
- Work effectively independently and as a team associate, demonstrating time management, organizational, and interpersonal skills.
- Gain an understanding of photography's importance in its cultural, social, political and historical context.
- Create and execute professional level materials suitable for seeking opportunities in the photography field.


## Program Requirements:

- A minimum grade of C - or higher is required for all minor required courses.
- Students are strongly encouraged to join ASMP (American Society of Media Photographers), the premier association dedicated to the advocacy of professional photographers.


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- External Photography Competitions: Students are encouraged to enter two (2) external photography competitions.

| REQUIRED COURSES | CREDITS |
| :--- | :--- |
| AH 2720 History of Photography | 3 |
| GD 1500 Digital Essentials | 3 |
| GD 2797 Digital Photography | 3 |
| PHOT 3600 Postproduction Practices | 3 |
| PHOT 3797 Digital Photography II: Techniques of Studio and Environmental <br> Lighting | 3 |

## Writing Program

## THE WRITING PROGRAM

The Writing Program offers foundational academic writing courses to all students as they make the transition from high school to college. Courses in the First Year Writing Program are taught in a workshop environment with smaller course caps and students receive regular feedback from their instructors and fellow classmates. The First Year Writing Program also works closely with the Writing Center and coordinates the placement of incoming students into WRIT courses.

## Creative Writing (Minor)

## CREATIVE WRITING MINOR

The Creative Writing Minor is for all students that want to strengthen their abilities at narrative storytelling. Students are introduced to varying genres and different modes of literary expression, the intent of which is to foster student growth while enabling students to write their truth.

## Creative Writing Minor

## Curry College

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

| REQUIREMENTS FOR THE CREATIVE WRITING MINOR: | CREDITS |
| :--- | :--- |
| Chose four of the following electives*: | 3 |
| CRW 2100 Reading and Writing the Short Story | 3 |
| CRW 2300 Creative Writing I | 3 |
| CRW 2310 Creative Writing II | 3 |
| CRW 2350 Writing Poetry | 3 |
| CRW 3490 Memoir and Life Writing | $\mathbf{1 2}$ |
| Total Credits |  |

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

## Master of Arts in Criminal Justice (MACJ) Grad Program

## MASTER OF ARTS IN CRIMINAL JUSTICE (MACJ) GRADUATE PROGRAMS/POLICIES

## Mission

The mission of the Curry College Master of Arts in Criminal Justice (MACJ) program is to provide students with the intellectual and pragmatic skills needed to become effective leaders, reflective practitioners, and ethical administrators of criminal justice agencies.

The MACJ program and curriculum outcomes are designed to develop the critical thinking and problem-solving skills criminal justice practitioners need to effectively address contemporary societal problems with innovative, ethical, and evidenced-based solutions.

The program is geared toward practitioners in law enforcement, the courts, corrections, and other criminal justice organizations seeking advancement to leadership positions, as well as

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college graduates eager to pursue or advance a career in the criminal justice field. The MACJ program provides students with the necessary skills to be effective and innovative criminal justice leaders and with the abilities to collaborate with communities, criminal justice agencies, and other organizations to address complex criminal justice problems.

## Program Rationale

As the 21st century unfolds, the criminal justice community has increasingly recognized the importance of pursuing formal higher education to complement the training provided by the professional academies. By drawing upon advanced education to support the development of a more sophisticated set of analytical and problem solving skills the educated criminal justice practitioner is better prepared to address the inherent challenges of leading criminal justice agencies working with increasingly diverse communities. The development of problem-solving skills requires an educational experience that emphasizes reflective, creative, and critical thinking.

In the criminal justice field, effective leaders must balance not only efficiency and effectiveness but they also deal with a complex social world recognizing important social values such as equality and justice. Curry's MACJ program recognizes these real world challenges and prepares leaders with the skills and knowledge they need to develop, implement, and evaluate effective solutions that are also just, sustainable, and progressive. Our program emphasizes evidenced-based applications intended to build and strengthen cultures of integrity within criminal justice organizations and the larger communities where they are nested- values in action.

## Four Cornerstones

Graduates of the Curry College Master of Arts in Criminal Justice program develop applied skills and gain an in-depth understanding in the four program cornerstones: Public Administration, Ethical Leadership, Problem-solving, and Innovation.

- Public Administration: Students will define and integrate theoretical and practical issues related to organizational development and behavior and build management skills in the areas of communication, collaboration supervision, planning, and evaluation
- Ethical Leadership: Students will develop the skills needed to be an ethical leader in a criminal justice organization, including personal assessment, reflective practice and critical thinking, conflict resolution, and understanding the community dynamics that
are affected by the solutions implemented by the criminal justice system. Ethical leadership is aimed towards what works for the common good-framing justice with a social lens
- Problem-solving: Students will develop the ability to address problems facing criminal justice organizations though the integration of criminological and social theory with research and evidence-based analysis to assess how data and other types of information can be translated into effective and ethical policies and programs
- Innovation: Students will develop the ability to think critically and creatively using evidence-based analysis to address problems through novel and ethical solutions that can be evaluated through different frames of reference. In today's dynamic world of criminal justice, technology plays an increasingly important role in developing, implementing, and evaluating innovative solutions


## Grades and Academic Standing

The minimum passing grade in each course is a B-. A grade of $\mathrm{C}+$ or lower in any course is cause for academic review. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits. A student is making satisfactory progress when at least $67 \%$ of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found in the Graduate Studies Policies section of this Catalog.

## Enrollment and Application for Admission

The cohort program has rolling admissions. Prospective students should submit their application by August 1 to enroll in September. The specific admissions requirements for the Master of Arts in Criminal Justice are outlined on the Graduate Programs website. Application forms for the program are available at both campus locations or may be downloaded from the Graduate Programs website at: http://www.curry.edu/macj

## Cohort Enrollment Policy

Curry College's MACJ is a cohort program with classes held one evening during the week. The academic year is comprised of three semesters made up of two, 8-week terms each semester.

Students enroll in two consecutive 8-week courses each semester- Fall Semester (Term I and Term II); Spring Semester (Term III and Term IV); and Summer Semester (Term I and Term

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II). Students entering the Curry MACJ commit to continuous enrollment in a "cohort" format. Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds or short-term work related pressures. Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Director of the MACJ Program. The request must include documentation of the 'extraordinary' reason for changing the cohort sequence. The Director and/or the Assistant Vice President may request further information. Decisions are made by the Director of the MACJ Program, with final approval or rejection by the Assistant Vice President of Continuing and Graduate Studies. All decisions are final.

## Graduate Student Code of Conduct:

The MACJ program is committed to promoting ethical standards within the field of criminal justice, and as such, it holds the students to the highest standards of honesty and integrity. The MACJ program is grounded in four cornerstones: Ethical Leadership, Innovation, Problem Solving, and Public Administration. The Academic Honesty statement is detailed in the Academic Policies and Procedures section of this Catalog and the MACJ Student Handbook, and due process for potential violations is detailed in that section. In addition, for alleged violations of the Student Code of Conduct, including any disruptive, intimidating, or hostile behavior in the learning environment toward students or faculty, a team shall be convened to investigate such allegations. This team shall include the Co- Director(s), at least one MACJ-involved faculty and the Assistant Vice President of Continuing Education and Graduate Studies (or his/her designee). This team reserves the right to place students on academic probation or to administratively dismiss any student who is found in violation of the Code of Conduct.

## Attendance Policy

Attendance is required at all classes. Due to the intensity of the eight-week schedule, if you have more than one absence of an on-campus class meeting, you may be asked to withdraw from the course.

## The Curriculum

The accelerated, 31-credit Master of Arts in Criminal Justice program consists of ten courses and may be completed in less than two years. The curriculum sequence begins by developing a foundation of knowledge in the four program cornerstones: public
administration, ethical leadership, problem-solving, and innovation.
Students complete the entire program over ten, eight-week terms beginning with the course, Leadership in the 21st Century, followed by Social Policy and the Administration of Justice, Criminology: Theory and Application, Methods of Inquiry in Criminal Justice, and Criminal Justice Data Analysis. These five MACJ courses provide the intellectual and practical foundation necessary to complete the subsequent coursework. The MACJ program coursework culminates in a Capstone course, Innovation in the Administration of Justice, which requires students to complete a substantive group project addressing a contemporary criminal justice problem through the application of an innovative, applied research and problem-solving approach.

## Thesis Option

Students interested in pursuing an advanced graduate degree (Ph.D. or C.A.G.S.) beyond graduation will have the option of completing two independent courses over two traditional semesters. The student develops an in-depth concept paper for review and approval by the MACJ Director and a professor with expertise in the selected topic. The thesis option is contingent on high academic performance in the program, the viability of the thesis proposal, and the ability to complete the thesis over two sequential semesters. Students work closely with a professor who serves as a mentor throughout the duration of the thesis. Thesis students complete all courses except MCJ 6045 Contemporary Issues in Criminal Justice: Analysis and Application (or MCJ 6040, depending upon scheduling and timing of the student thesis and group project) and MCJ 7000 Innovation in the Administration of Justice, which are replaced by MCJ 7500 Master's Thesis I: Thesis Foundation and Prospectus (3 credits) and MCJ 7600 Master's Thesis II: Thesis and Defense ( 4 credits). Specific scheduling will be worked out with the mentor professor and the MACJ Director (see course descriptions in the following section).

## Internship Option

For students seeking career entry into a criminal justice agency, MCJ 6090: MCJ Graduate Internship (3 credits) is available as an elective course in place of MCJ 6040: Contemporary Issues in Criminal Justice or MCJ 6045: Contemporary Issues in Criminal Justice: Analysis and Application, or MCJ 6080, Elective, Special Topics, Research Writing Intensive, with the approval of the MACJ Director.

## Program Curriculum (31 credits)

## Curry College

| FIRST SEMESTER |
| :--- |
| MCJ 6005 Innovative Leadership in the 21st Century |
| MCJ 6010 Innovative Social Policy and the Administration of Justice |
| SECOND SEMESTER |
| MCJ 6020 Criminology: Theory and Applications |
| MCJ 6080 Research Writing Intensive |
| THIRD SEMESTER |
| MCJ 6350 Trauma-Informed Work and Restoration in the Justice System |
| MCJ 6015 Methods of Inquiry in Criminal Justice |
| FOURTH SEMESTER |
| MCJ 6025 Criminal Justice Data Analysis |
| MCJ 6040 Capstone Project I: Foundation |
| FIFTH SEMESTER |
| MCJ 6045 Capstone Project II: Implementation |
| MCJ 7000 Capstone Project III: Culmination |

## Intelligence \& Research Analysis (MACJ <br> Concentration/Graduate Certificate)

## INTELLIGENCE AND RESEARCH ANALYSIS GRADUATE CERTIFICATE

Curry College is pleased to offer a certificate in Intelligence and Research Analysis. This 12

## Curry College

credit, stand-alone graduate certificate can be completed in 2 semesters or can be coupled with the Curry College Master of Arts in Criminal Justice to earn an MACJ with a specialization in Intelligence and Research Analysis.

## Program Curriculum

MCJ 6210 Financial Crimes

MCJ 6215 Introduction to Intelligence

MCJ 6220 Advanced Data Management

MCJ 6225 Social Media, Cryptocurrency, Dark Web and the Law

## Master of Business Administration (MBA) Grad Program

## MASTER IN BUSINESS ADMINISTRATION (MBA) PROGRAM AND POLICIES

## MASTER OF BUSINESS ADMINSTRATION

The Curry College MBA is designed to give students the technical training and skills to support data-driven decision-making while building the higher-level strategic mindset needed to lead a business forward. Faced with massive amounts of data availability and new technology, competency in analytics is a vital skill for corporate job seekers. Based on market research that supports this idea, the Curry College MBA aims to produce career-ready graduates capable of handling, analyzing, and interpreting data. Equally central in the curriculum are complimentary courses covering the core management competencies that train future managers to think across business functions, understand the competitive landscape, and plan strategically.

The sequence of courses is designed with both effectiveness and efficiency in mind. While it allows students to obtain certification and credentials in a short time frame, essential skills are embedded and reinforced constantly throughout all courses in a certificate so that the holder is proficient and ready to apply their knowledge immediately upon completion of the three or four-course sequence.

## Curry College

## CURRY ONLINE MBA OVERVIEW

- Degree completion in less than 12 months
- $100 \%$ On-Line Delivery
- Synchronized weekly Zoom Class Meetings
- Earn Bachelor's \& MBA in just 5 years
- Small classes with personalized attention
- Business faculty with industry experience committed to excellence in education and application


## APPLICATION FOR ADMISSION AND ENROLLMENT

Curry accepts applications on a rolling basis. Admissions decisions are normally made within two weeks of the receipt of all application materials. We encourage applicants to complete their applications two months before the upcoming admission date. After that time, applications will be considered on a space available basis.

## ADMISSIONS REQUIREMENTS

- Earned Bachelor's Degree from an accredited institution with a recommended 2.75 GPA on a 4.0 scale.*
- Sealed official undergraduate transcript(s) and any graduate transcript(s) sent to Curry College directly from the academic institution(s)
- Personal essay
- Resumé
*Applicants earning at least a 2.5 GPA on a 4.0 scale in their Bachelor's Degree will automatically be granted conditional enrollment status


## MBA Course Transfer Policy

At the discretion of the MBADirector of Masters Programs, up to two courses may be considered for transfer into the program. Transfer credit will only be awarded for courses taken in a Master of Business Administration program. Students must have received a grade

## Curry College

of "B" or better. Courses from graduate programs other than an MBA program are not transferable. Once a student is matriculated at Curry College, no transfer credit will be allowed. To have coursework reviewed for transfer credit, students must submit all original syllabi and transcripts. All decisions are final.

## Grades and Academic Standing

The minimum passing grade in each course is a B-. A grade of C+ or lower in any course is cause for academic review and necessitates repeating the course. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing.

Academic review will take place if the GPA falls below a 3.0 or for an individual course grade of less than a B-. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits. A student is making satisfactory progress when at least $67 \%$ of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found in the Graduate Studies Policies section of this Catalog. Additional policies and information for the MBA program are in the MBA Policies and Procedures Document posted within the MBA Toolbox on all course sites.

## Required Curriculum and Course Sequence

## Curry College

|  | CREDITS |
| :--- | :--- |
| MBA 7050 Financial Analytics for Managers | 3 |
| MBA 7100 Business Intelligence, Machine Learning, and Predictive Analytics | 3 |
| MBA 7150 Managerial Accounting Analytics | 3 |
| MBA 7200 Strategic Corporate Finance | 3 |
| MBA 7250 Law, Ethics and Corporate Social Responsibility | 3 |
| MBA 7300 Marketing Metrics and Analytics | 3 |
| MBA 7350 Global Business Policy and Strategy | 3 |
| MBA 7400 Operations Management and Data Science | 3 |
| MBA 7450 Supply Chain Integration and Analytics | 3 |
| MBA 7500 Project Management and Analytics | 30 |
| Total Required Credits | 3 |

## Automatic Certificates

## Curry College

| Financial Analytics |  |
| :--- | :--- |
| MBA 7050 Financial Analytics for Managers | 3 |
| MBA 7100 Business Intelligence, Machine Learning, and Predictive Analytics | 3 |
| MBA 7150 Managerial Accounting Analytics | 3 |
| Strategic Management | 3 |
| MBA 7200 Strategic Corporate Finance | 3 |
| MBA 7250 Law, Ethics and Corporate Social Responsibility | 3 |
| MBA 7300 Marketing Metrics and Analytics | 3 |
| MBA 7350 Global Business Policy and Strategy | 3 |
| Operations Analytics | 3 |
| MBA 7400 Operations Management and Data Science | 3 |
| MBA 7450 Supply Chain Integration and Analytics | 3 |
| MBA 7500 Project Management and Analytics | 3 |

## Master of Science in Accounting (MSA) Grad Program

## MASTER OF SCIENCE IN ACCOUNTING

Curry College's Master of Science in Accounting is designed for students who want to enhance their knowledge and application skills of advanced accounting and taxation topics. Students will gain practical, industry-driven experience through the use of case studies and consulting projects. Graduates of the program will be prepared to pursue careers in various sectors of accounting including public accounting firms, global corporations, and governmental or not-for-profit entities.

- 100\% On-Line Delivery


## Curry College

- Synchronized weekly Zoom Class Meetings
- Degree completion in 10 months
- Earn Bachelors \& MSA in just 5 years
- Small classes with personalized attention
- Accounting faculty with industry experience
- Courses designed to prepare students for the CPA, CMA and other certifications
- Accounting faculty committed to excellence in accounting education and application
- CPA/CMA Exam Study Group
- Completion of 150 credit hours required for the CPA certification


## Application for Admission and Enrollment Policy

Curry accepts applications on a rolling basis. Admissions decisions are normally made within two weeks of the receipt of all application materials. We encourage applicants to complete their applications two months before the upcoming admission date. After that time, applications will be considered on a space available basis.

## ADMISSION REQUIREMENTS

- Earned Bachelor's Degree from an accredited institution with a recommended 2.75 GPA on a 4.0 scale.*
- Sealed official undergraduate transcript(s) and any graduate transcript(s) sent to Curry College directly from the academic institution(s)
*Applicants earning at least a 2.5 GPA on a 4.0 scale in their Bachelor's Degree will automatically be granted conditional enrollment status


## Length of Time to Complete Program

The Curry MSA requires that all course work must be completed within two years.

## Grades and Academic Standing

## Curry College

The minimum passing grade in each course is a B- (80) and is necessary for progression in the program. A grade of $\mathrm{C}+$ or lower in any course is cause for academic review. A course can only be repeated once. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits.

A student is making satisfactory progress when at least $67 \%$ of attempted credits have been completed with a passing grade.

The complete Graduate Academic Standing policy can be found in the Graduate Studies Policies section of this Catalog. Additional policies and information for the MSA program are located within the MSA Policies and Procedures Document posted within the MSA Toolbox in all course sites.

## REQUIRED CURRICULUM AND COURSE SEQUENCE

Curry College's MSA program consists of 10 courses ( 30 credits) in total. Students will complete two courses per term.

## Curry College

|  | CREDITS |
| :--- | :--- |
| Summer Term 1 |  |
| MSA 6050 Data Analytics for Accounting | 3 |
| MSA 6150 Research, Writing, and Communication for Accountants | 3 |
| Summer Term 2 | 3 |
| MSA 6250 Advanced Forensic Accounting and Fraud Examination | 3 |
| MSA 6350 Managerial Accounting for Organizational Performance | 3 |
| Fall Term 1 | 3 |
| MSA 6450 Risk Management and Business Concepts | 3 |
| MSA 6550 Advanced Auditing | 3 |
| Fall Term 2 | 3 |
| MSA 6550 Advanced Taxation of Business Entities | 30 |
| MSA 6750 Advanced Financial Reporting for Government and Not-For-Profit | 3 |
| Entities | 3 |
| Spring Term 3 | 3 |
| MSA 6850 Advanced Topics in Financial Reporting | 3 |
| MSA 6950 Business Law and Tax Planning | 3 |
| Total Required Credit | 3 |

## Healthcare Administration (MBA <br> Concentration/Graduate Certificate)

## HEALTHCARE MANAGEMENT Graduate Certificate

This 12 credit, stand-alone graduate certificate can be completed in 2 semesters or can be coupled with the Curry College MBA to earn an MBA with a specialization in Healthcare Management. The following courses are required for the certificate and are listed with their course description on page(s) 228-229 of the catalogue under MSN:

| MSN 6600 Informatics and Health Information Management |
| :--- |
| MSN 6450 Health Policy, Systems and Financing |
| MSN 6470 Organizational Leadership in Healthcare |
| MSN 6770 Quality Improvement Science and Risk Management in Healthcare |

# Master of Education (M.Ed.) Grad Program 

## MASTER IN EDUCATION

## GRADUATE EDUCATION

## Our Approach

Graduate Education at Curry College offers the Master in Education, the Certificate of Advanced Graduate Studies (CAGS), and graduate certificates. We believe great teaching and leadership encompasses more than just the ability to manage a classroom or school and deliver an effective lesson plan. Our programs are designed to engage you in learning how the latest educational research and theory inform effective leadership and good teaching practice, while also helping you build the essential skills needed to provide an equitable an inclusive educational setting for all diverse learners. Our faculty members are dedicated to your success and bring their rich experience as teachers and educational administrators into the classroom. Our goal is to empower each graduate to become an outstanding leader, educator and reflective practitioner dedicated to changing the world, one student - or school - at a time.

## Master's Concentrations and Post-Master's Graduate Certificates

## Curry College

Curry College currently offers three concentrations in the M.Ed. program. Two of these are licensure concentrations approved by the Massachusetts Department of Elementary and Secondary Education (DESE). Each of those concentrations lead to an Initial License in its respective area, assuming that students meet all program requirements. The licensure concentrations are:

## - Elementary (Initial License: Teacher, Grades 1-6)

- Special Education (Initial License: Teacher of Students with Moderate Disabilities: Pre-K-8)

The non-licensure concentrations are:

- Diverse and Equitable Instruction (DEI)
- Educational Foundations

The College also offers several graduate certificates. These include:

- Principal and Supervisor Licensure Program (licenses to serve as Principals or Assistant Principals,
- Academic Supervisor or Director, or Special Education Administrators)
- Certificate of Advanced Graduate Study (CAGS) in Educational Leadership
- Transition Specialist Certificate
- Graduate Certificate in Autism Spectrum Disorder

More information on these graduate certificates is available in the section entitled Graduate Certificates in Education.

## M.Ed. Academic Expectations \& Program Components

Teachers have a range of academic expectations with regard to teaching and learning, and teacher candidates are expected to perform essential professional and academic responsibilities at a high level.

Academic expectations for the Master of Education include:

## 1. Communication Skills

- Spoken Communication and Presentations: Teachers and administrators must be able to communicate effectively with students, administrators, parents, and colleagues
using both formal and informal means. During the course of the program, participants will be expected to present the results of their research in class, to lead discussions, and to participate in-group presentations.
- Written Communication: In addition to speaking, teachers and administrators need to communicate on many levels using different styles of writing. They write reports on students that must be clear, concise and accurate; they prepare incident reports and submit plans to superintendents and other administrators for new activities they would like to try; they send letters home to parents, and they communicate with the public in many different ways, both formal and informal.

During the course of the master's program, students will be asked to demonstrate different kinds of writing, from informal reflections to formal research papers. Skill in organizing an essay or report and the ability to write clearly, effectively, and with proper grammar and syntax, are essential components of the program. To succeed in the Master's program, students need to demonstrate effective writing skills across a variety of genres including developing research papers, essays, and professional and technical writing.

## 2. Academic Research

Although licensure programs are primarily directed at preparing teachers and administrators to succeed in their classroom and school roles, a working level of familiarity with research practices is essential for anyone who aspires to earn a Master of Education degree or post-master's graduate certificate. Students should have enough experience to find appropriate research, be sophisticated enough to ask challenging questions regarding its quality, and be able to produce research on their own. Some courses in the program are primarily directed at classroom skills, while others will require basic knowledge of how to research a topic, evaluate potential sources, and prepare a research paper. Professors will explain their research expectations, and are available to help students who many need it. In addition, many forms of research help are available through the Levin Library.

## 3. Technological Ability

Educators often find themselves at the cutting edge of technology, as children come to school with more advanced technological skills than many adults. To succeed in the Master's program, students need computer skills in both general and educational software and with equipment capable of supporting online research and classwork. This includes familiarity with a variety of learning platforms, the adaptability to learn new programs, and the ability to conduct online research. Further, students in the program need access to a high-speed Internet connection. Graduate programs in education are offered in an online, hybrid or blended format, using online activities to supplement face-to-face classes. The ability to learn and use learning management systems such as Canvas and to develop required course materials - such as the program portfolio - online is essential to student success.

## 4. General

- Pedagogy: Teachers must be able to understand the different needs of children, including different learning styles and cultures, as well as the needs of children who may have learning disabilities or other special needs. They must be able to develop wellcrafted curriculum units and lessons; adapt and differentiate their instructional strategies based on the children's needs, model and demonstrate high expectations for all learners, adjust their practice using a variety of assessments, and understand when to seek help from other professionals in areas of specialization.
- Classroom Structure and Management: Successful teachers understand that creating responsive, respectful and appropriately controlled learning environments promote everyone's success. New teachers should demonstrate an awareness of proactive classroom management strategies including promoting safety, developing respect among students, whether children are participating and learning.
- From this classroom awareness, they should be able to make adjustments to improve results.
- Professional Disposition: It is frequently noted that content and instructional knowledge are necessary attributes of effective teachers, but they are not the only skills that makes a strong educator. A successful teacher must also have an appropriate disposition, able to interact effectively with colleagues, supervisors, parents and especially students. Put another way, teachers need both academic and interpersonal skills. MED candidates are expected to demonstrate appropriate professional dispositions.
- Fieldwork Expectations: Teacher candidates are expected to demonstrate competence and growth in field settings, as well as a professional attitude and ethical behavior towards and respect for children, parents and colleagues.
- Classroom Expectations: A professional attitude extends to the college classroom as well. Teacher candidates are expected to make academic progress, interact and work effectively with classmates and professors, and demonstrate regular attendance, good listening and collaboration skills. They should be able to contribute to the academic discourse, and demonstrate the ability to reflect on both the profession and their own professional growth and development.


## Program Components

In addition to ongoing classes, the Master of Education program contains the following components: testing requirements of the Massachusetts Department of Elementary and

Secondary Education (DESE) and field experiences relative to the degree and license sought. Depending on the program, the field experiences may also include the development of a Candidate Assessment of Performance (CAP) Evidence Binder.

## Field Experiences for M.Ed. Initial Licensure Tracks

In accordance with both college and state expectations, the M.Ed. Licensure Programs require fieldwork experiences. The first of these is called a pre-practicum experience. In this experience, students fully participate in classroom and school experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. Throughout the pre- practicum experience, candidates plan and deliver instruction to a variety of students, learn the intricacies of the role they will undertake, implement strategies for effective classroom management, and reflect on their developing practice. By reflecting on observations in the field, on the nature of teaching and learning, and on effective classroom practice, teacher candidates build analytical skills to help them refine and improve their own teaching.

The second fieldwork experience is called the practicum. Teacher candidates work in an appropriate classroom setting, building the skills to take over all activities within the class and demonstrate mastery of the professional expectations for teachers. Work in the practicum involves demonstrating proficiency in elements of effective practice outlined by DESE. The practicum requires a minimum of 300 hours in the field, and is accompanied by a seminar. The College aims to place students in different settings for the pre-practicum and the practicum - urban and suburban - and at different levels and with a variety of learners to provide students with a broad range of experiences.

The M.Ed. Program's Field Placement Coordinators assist with and oversee these field placements for students at both campuses. Teacher candidates who are already working in a school setting may be able to complete their fieldwork at their current school, although flexibility on the part of the school and candidate will be required. Those who are not working in a school will be placed in collaboration with their Field Placement Coordinator. All placements are subject to review and a final determination by the Field Coordinator, who must contact the school principal and district, arrange for an appropriate program supervisor, and complete the necessary paperwork. Each student will have a supervising practitioner at the field placement in charge of day-to-day supervision, feedback and evaluation and a program supervisor who will visit and observe the candidate to provide support, evaluation and progress.

## M.Ed. Digital Portfolio

Each teacher candidate in the M.Ed. program develops a digital evidence portfolio during

## Curry College

the practicum portion of their program of study. This evidence serves as a means of reflection and development throughout the fieldwork component of a candidate's program, and also as a demonstration of a candidate's ability to meet standards for licensure set forth by the M.Ed. program and Massachusetts Department of Elementary and Secondary Education.

## Licensure and the Massachusetts Tests for Educator Licensure (MTEL)

The Commonwealth of Massachusetts has established a range of requirements for teaching, including a series of examinations known collectively as the Massachusetts Tests for Educator Licensure (MTEL). New teachers and those interested in seeking new licenses must all pass the Communications and Literacy Skills test. Therefore, passing scores on both portions of this test are required for matriculation into a license-oriented M.Ed. program at Curry College.

Prospective teachers are required to pass subject matter tests in their areas of licensure. These are:

- Elementary and Special Education Concentrations:

Communication and Literacy Skills Reading and Writing Sub-tests; Foundations of Reading test, General

Curriculum Math subtest; and General Curriculum Multi-Subject subtest.
Candidates in the M.Ed. Program are required to take and pass all required MTEL examinations by the deadlines outlined by the program in order to be admitted to the program, be registered for and complete their practicum and graduate from their program. Candidates should be aware of testing deadlines and maintain a testing schedule that allows them to meet the program's deadlines. Please consult the Director of Graduate Programs in Education for testing deadlines.

## INSTITUTIONAL PASS RATES: Massachusetts Tests for Educator Licensure

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students who receive federal financial assistance to prepare annual reports on teacher preparation and licensing. Curry College had a 100\% pass
rate for all program completers during the 2019-2020 reporting year. Information about Curry pass rates is available upon request by contacting the Licensure Officer/Title II Coordinator.

Additional information regarding all state testing is available through the Massachusetts Department of Elementary and Secondary Education, Office of Educator Licensure 75 Pleasant Street Malden, MA 02148-9140; Telephone: (781) 338-6600; www.mtel.nesinc.com. For additional information about Curry College's testing requirements, please contact Curry College Licensure Officer.

## Cohort Enrollment Policy

Curry College's M.Ed. is a cohort program with classes held one evening during the week and one Saturday per month. Classes meet for five consecutive semesters, and students entering the Curry M.Ed. program commit to continuous enrollment.

Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons: for example, a documented health emergency.

Students may have the option of extending the last semester with permission of the Director of Graduate Studies in Education, to allow enough time to complete a full-time practicum in a school and associated coursework. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds.

Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Director of Graduate Studies in Education. The request must include documentation of the pressing reason for changing the cohort sequence. The Director and/or Dean may request further information. Decisions are made by the Director of Graduate Studies in Education, and all decisions are final. Courses and program requirements are subject to change during an extended program plan.

## Elementary Education Teacher (Initial License, Grades 16)

## Who Should Pursue This Program

This concentration prepares students to be elementary teachers, and leads to an initial DESE teaching license for grades 1-6. It is appropriate for people who already serve in schools as para- professionals or aides, as well as for career changers. It also provides the coursework necessary for currently licensed teachers to obtain a professional license.

## Curry College

## Curriculum and Course Sequence

The Master's in Elementary Education consists of 34 credits, and is offered in a cohort format. Students join the cohort when it starts, and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well beyond the end of the program. Courses are taken in the order offered each academic year. Below is a sample schedule for this five-semester, 20-month, program. Students will follow the program schedule offered for their particular cohort.

|  | CREDITS |
| :--- | :--- |
| SEMESTER ONE | 0 |
| Orientation and Preparation | 3 |
| MED 6110 Children, Society and Education | 3 |
| MED 6710 Learning, Diversity and the Fundamentals of Teaching | 3 |
| SEMESTER TWO | 3 |
| MED 6040 Literacy and Language Arts | 3 |
| MED 6720 Inquiry-Based Instruction | 3 |
| MED 6440 Teaching Exceptional Children | 3 |
| SEMESTER THREE | 3 |
| MED 6360 Balanced Literacy | 3 |
| MED 6555 Math Applications | 3 |
| SEMESTER FOUR | 3 |
| MED 6450 Strategies for Classroom Management and Pre-Practicum |  |
| MED 6730 Classroom Based Assessment | 3 |
| SEMESTER FIVE | 3 |


| MED 6015 Sheltered English Immersion | 3 |
| :--- | :--- |
| MED 6210 Field Experience Practicum | 1 |
| MED 6910 Collaborative Teaching and Learning Seminar | 3 |
| Total Required Credits | 34 |

## Special Education (Initial License Teacher of Students with Moderate Disabilities, Pre-K-8)

## Who Should Pursue This Program

This concentration prepares candidates to teach students with moderate disabilities, and leads to an initial DESE teaching license for grades Pre-K-8. The program is appropriate for people who already serve in schools as para-professionals, aides, or teachers in other disciplines, as well as for career changers.

## Curriculum and Course Sequence

The Master's in Special Education consists of 34 credits and is offered in a cohort format. Students join the cohort when it starts, and proceed through the program together. Courses are taken in the order offered each academic year. Below is a sample schedule for the 20month cohort. Students will follow the program schedule offered for their particular cohort.

|  | CREDITS |
| :--- | :--- |
| SEMESTER ONE | 0 |
| Orientation and Preparation | 3 |
| MED 6110 Children, Society and Education | 3 |
| MED 6710 Learning, Diversity and the Fundamentals of Teaching |  |

## Curry College

| SEMESTER TWO |  |
| :--- | :--- |
| MED 6040 Literacy \& Language Arts | 3 |
| MED 6720 Inquiry-Based Instruction | 3 |
| MED 6440 Teaching Exceptional Children | 3 |
| SEMESTER THREE | 3 |
| MED 6555 Math Applications | 3 |
| MED 6420 Models of Programs for Special Needs Children | 3 |
| SEMESTER FOUR | 3 |
| MED 6450 Strategies for Classroom Management and Pre-Practicum | 3 |
| MED 6430 Psycho-Educational Assessment | 3 |
| SEMESTER FIVE | 3 |
| MED 6015 Sheltered English Immersion | 3 |
| MED 6410 Field Experience Practicum | 3 |
| MED 6910 Collaborative Teaching and Learning Seminar | 3 |
| Total Required Credits | 3 |

## Diverse and Equitable Instruction (DEI)

## Who Should Pursue This Program

This concentration is appropriate for students who wish to increase their knowledge and awareness of educational DEI practices. This program is also appropriate for students who work with adults in a variety of education settings, provide training for corporations, serve

## Curry College

youth in non-school settings, or simply want to explore issues in DEI. It also provides the coursework necessary for currently licensed teachers to obtain a professional license.

## Curriculum and Course Sequence

The Master's in Diverse and Equitable Instruction consists of 31 credits. Students may join an existing cohort, or take courses when they are offered at either Curry campus and proceed through the program together. Below is a sample schedule for this five- semester, 20-month, program. Substitutions of courses and alternative program plans are permitted with the consultation and approval of the Director of Graduate Studies in Education.

|  | CREDITS |
| :--- | :--- |
| MED 6470 Human Development, Diversity, and Learning | 3 |
| MED 6471 Culturally Responsive Educational Practices | 3 |
| MED 6472 Neurodiversity and Neuro-Educational Assessments | 3 |
| MED 6473 Inclusive Literacy and Communication Models | 3 |
| MED 6474 Fundamentals of Social-Emotional Learning (SEL) | 3 |
| MED 6475 Diverse Perspectives in Mathematics | 3 |
| MED 6476 Equity, Ethics, and Educational Law | 3 |
| MED 6477 Social Justice and Educational Advocacy | 3 |
| MED 6478 Educational Research | 1 |
| MED 6479 Thesis Advising | 3 |
| MED 6480 Capstone Seminar Thesis | 31 |
| Total Required Credits |  |

## Educational Foundations

## Who Should Pursue This Program

## Curry College

This concentration is appropriate for students who already have or are not seeking a state teaching license or who no longer wish to pursue a teacher license during the program. This program may also be appropriate for students who work with adults, provide training for corporations, serve youth in non-school settings, or simply want to explore issues in education.

## Curriculum and Course Sequence

The Master's in Educational Foundations consists of 33 credits. Students may join an existing cohort, or take courses when they are offered at either Curry campus and proceed through the program together. Below is a sample schedule for this five- semester, 20-month, program. Substitutions of courses and alternative program plans are permitted with the consultation and approval of the Director of Graduate Studies in Education.

## Curry College

|  | CREDITS |
| :--- | :--- |
| MED 6110 Children, Society, and Education | 3 |
| MED 6710 Learning, Diversity, and Fundamentals of Teaching | 3 |
| MED 6040 Literacy \& Language Arts | 3 |
| MED 6720 Inquiry-Based Instruction | 3 |
| MED 6440 Teaching Exceptional Children | 3 |
| MED 6555 Math Applications | 3 |
| MED 6420 Models of Programs for Special Needs Children | 3 |
| Or | 3 |
| MED 6360 Balanced Literacy | 3 |
| MED 6450 Strategies for Classroom Management | 3 |
| MED 6430 Psycho-Educational Assessment | 33 |
| Or | 3 |
| MED 6730 Classroom-Based Assessment | 3 |
| MED 6015 Sheltered English Immersion | 3 |
| MED ---- Insert a course not already taken from above | 3 |
| Total Required Credits | 3 |

## Curry College/Needham Public Schools Collaborative Internship Program

## Curry College

## Who Should Pursue This Program

This full-time, residency program leads to an initial teacher license in Elementary Education (1-6) or Moderate Disabilities (preK-8). It is appropriate for teaching assistants, childcare professionals, or career changers.

## Curriculum and Course Sequence

The Master of Elementary Education degree is a 34-credit program that begins each summer and ends the following summer. It is offered in a full-time residency format. Students join the cohort when it starts, and proceed through the program together. Courses are taken in the order offered. Below is a sample schedule for this five semester, 14 month program. Students will follow the program schedule offered for their particular cohort.

## Curry College

|  | CREDITS |
| :---: | :---: |
| SEMESTER ONE |  |
| MED 6110 Children, Society, and Education | 3 (Curry) |
| MED 6710 Learning, Diversity, and the Fundamentals of Teaching | 3 (Curry) |
| MED 6040 Literacy and Language Arts | 3 (Curry) |
| SEMESTER TWO |  |
| MED 6730 Classroom-Based Assessment | 3 (Curry) |
| MED 6450 Strategies for Classroom Management and Pre-Practicum | 3 (NPS) |
| MED 6555 Math Applications | 3 (NPS) |
| JANUARY INTERSESSION |  |
| MED 6015 Sheltered English Immersion (SEI) | 3 (NPS) |
| SEMESTER THREE |  |
| MED 6440 Teaching Exceptional Children | 3 (NPS) |
| MED 6720 Inquiry-Based Instruction | 3 (Curry) |
| MED 6910 Collaborative Teaching and Learning Seminar | 3 (NPS) |
| MED 6210 or MED 6410 Field Work Practicum | 1 (NPS) |
| SEMESTER FOUR |  |
| MED 63336030 Balanced Literacy | 3 (Curry) |
| Total Required Credits | 34 |

## Principal \& Supervisor Licensure (PSL) Grad

## Program

## Principal and Supervisor Licensure Program

Strong and effective leaders are in demand to meet the challenges of state and federal accountability, high-stakes testing, classroom diversity, and constrained resources. This Curry College Principal and Supervisor Licensure (PSL) Program combines theory and practice through its field work and practicum-linked assignments in:

- change theory
- instructional leadership
- data-driven assessment
- teacher evaluation, recruitment, supervision and support

Our Principal and Supervisor Licensure program is designed to provide aspiring school administrators with relevant education, hands-on preparation, and real-world practical experiences needed to qualify for a school leadership position. Developed in partnership with a select group of area districts, the program is built upon a collaborative working relationship between area school districts and Curry College. Using a unique practicumlinked assignment and assessment model to assure theory is closely linked to practice, the program bridges the divide between research and reality to assure effective administrator preparation. The Curry College program is unique in its collaboration, its emphasis on practice in support of theory, and its strong support of leadership candidates. For students who want to further their education in leadership, the PSL program also serves as the first phase of Curry's new Certificate of Advanced Graduate Study (CAGS) in Educational Leadership, described later in this section.

## Licensure:

This Post-Master's certificate prepares experienced educators to prepare for the following leadership roles:

- Principal/Vice Principal (Pre-K-8; 5--12)
- Supervisor/Director (level depends on pre-requisite license)
- Special Education Administrator


## Unique Program Features

## Curry College

- Intensive 12 -month program
- "Grow your Own" model, where districts identify and support their own selected candidates
- Full year, 550-hours of administrative work in the field as a pre-practicum and practicum to gain real-world leadership experience
- Coursework informed by the latest research on best practices
- Practicum assignments differentiated by licensure area
- District/College partnerships to assure high support and meaningful learning
- Blend of technologically-enhanced online and on-the-ground instruction and discussion
- Program exceeds revised minimum Massachusetts DESE standards for licensure


## District/College Partnerships

Curry College developed this program in collaboration with a core group of participating districts. This working partnership and commitment maximizes the success of principal/assistant principal, supervisor/director and administrator candidates in their practicum settings. Partnership expectations for both district partners and the College are described below.

## State Approved Program

In 2012, the Massachusetts Department of Elementary and Secondary Education (DESE) promulgated new standards for school leadership. Curry College's program meets DESE's program standards and has received DESE approval.

DESE has also developed a Performance Assessment for Leaders, known as MA-PAL. Principal licensure candidates must complete a set of tasks that principals are likely to encounter, and collect artifacts and other material demonstrating what they have done. Candidates for Supervisor/Director or Special Education Administrator are not required to complete any state assessments at this time.

## Enrollment Requirements

## Curry College

The program is designed for experienced educators who have demonstrated leadership capacity and interest. As such, the PSL program requires:

- An earned master's degree in an education-related discipline from an accredited institution
- Passing scores on the Massachusetts Tests for Educator Licensure (MTEL) Communication and Literacy Skills Test
- Candidates must also hold a current educational license, must have at least 3 years' experience working under that license, and must have a mentor who holds the license the candidate is seeking with at least 3 years' experience working under that license.
- Evidence of leadership experience or potential
- District support for full participation in the program


## Curriculum and Course Content

The Principal and Supervisor Licensure program is a 23 -credit post-master's certificate offered in a cohort format. Students join a cohort and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last beyond the end of the program. Below is a sample schedule for the program. Students will follow the program schedule offered for their particular cohort.

## Curry College

|  | CREDITS |
| :--- | :--- | :--- |
| SEMESTER ONE | 3 |
| EDL 7010 Theory and Practice of Leadership | 1 |
| EDL 7150 Getting Started: Pre-Practicum in Educational Leadership | 1 |
| EDL 7060 Sheltered English Immersion for Administrators | 3 |
| (50 hours minimum) | 3 |
| SEMESTER TWO | 3 |
| EDL 7020 Leadership in Teaching and Learning | 3 |
| EDL 7030 Human Resources, Operational Systems, and School- Based |  |
| Budgeting | 3 |
| EDL 7160 Practicum in Educational Leadership | 3 |
| (250 hours minimum) | 3 |
| SEMESTER THREE | 3 |
| EDL 7040 Community and Family Engagement | 3 |
| EDL 7050 Education Law, Ethics and Policies | 3 |
| EDL 7160/7161/7162/7163 Practicum in Educational Leadership | 3 |
| (250 hours minimum) | 3 |
| Total Required Credits | 3 |

## Autism Spectrum Disorder Specialist (Graduate Certificate/Endorsement) Grad Program

Curry College

## GRADUATE CERTIFICATE IN AUTISM SPECTRUM DISORDER

## Autism Specialist Program:

This program consists of 5 graduate level courses including a 3 -credit practicum and seminar, for a total of 15 credits and is designed to address the complex needs of students with Autism Spectrum Disorder (ASD) in a variety of school settings, across age and grade levels, and ranges of academic and behavioral functioning. The first two courses in the sequence center around disability policy, practices, and the skills related to the researchbased intervention required to deliver effective instruction to students identified with Autism. The second two courses focus on student assessment and individualized program development and the roles of educators, family members, friends, and related service providers who support individuals with ASD throughout the lifespan.

There are two tracks for this Graduate Certificate program. One is designed to meet the standards and competency requirements for the Department of Elementary and Secondary Education (DESE) Autism Endorsement. Autism Endorsement candidates must hold one of the following licenses: An Initial or Professional license as Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing. The second track is designed for students to receive a Graduate Certificate in ASD without DESE endorsement.

## Endorsement Requirements:

Licensure candidates, teachers who meet the prerequisite license requirements noted above, are required to complete a 150 -hour supervised field-based experience that includes a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism. Teachers meeting the prerequisite license requirements noted above who can demonstrate at least one year of teaching experience working with students with autism shall complete at least 75 hours of field-based experience working with students with autism in any type of school setting, including at least 50 of which shall take place in an inclusive setting in lieu of meeting the field experience requirements of 150 hours. The field-based activities provide the candidate with a range of school and community assignments and responsibilities and include supervision and mentorship of a Program Supervisor and Supervising Practitioner with expertise in the endorsement area of ASD. The 16 -week practicum and seminar course coincide with two of the courses, providing candidates with an increased exposure to classroom and school settings while completing assigned activities under the guidance of college faculty, program supervisors, and trained mentors.

## Program Objectives

The program's overall learning outcomes, as shown throughout the specific outcomes of individual courses, include providing teachers with the opportunity to increase their knowledge of students with autism spectrum disorders and empower them with the skills required to deliver effective instruction and meaningful assessment to this population of learners. Course assignments are designed to be practical, equipping teachers with the fundamental teaching skills, interventions, and supports needed to work with students in the critical-need area of Autism Spectrum Disorder.

Candidates who complete this program will link current research of ASD into practice and will learn to use analysis and data to inform instruction within their own unique teaching environment. Our specific program objectives include:

- To provide an evidenced-based graduate specialized program in teaching children with Autism Spectrum Disorders who have unique learning and behavioral needs.
- To meet or exceed the standards for the Massachusetts Department of Elementary and Secondary Education Autism Endorsement.
- To provide the candidates with opportunities to experience, prepare, and model a variety of teaching and learning strategies for students on the Autism Spectrum.
- To prepare candidates to work within an interdisciplinary approach with educators, medical professionals, and related service providers
- To ensure that candidates are trained to offer the highest quality, evidence-based services for individuals with Autism Spectrum Disorder and for their families across the lifespan


## Transition Specialist (Graduate Certificate/Endorsement) Grad Program

## TRANSITION SPECIALIST PROGRAM

The Curry College graduate certificate program in Transition Specialist Endorsement is designed to provide advanced training to special education teachers and counselors who wish to specialize in transition planning services. The subject matter competencies for the program will be covered in the contend of four 3-credit courses plus a 3-credit practicum and seminar, for a total of 15 credits. In the first semester of the program participants will explore the historical and legislative foundation of the transition movement. Transition

## Curry College

planning, practices, and assessment will also be covered. In the second semester participants will learn how to provide students with specialized materials and methods that promote their post-secondary goals and how to collaborate with all stakeholders to achieve these goals.

There are two tracks for this Graduate Certificate program. One is designed to meet the standards and competency requirements for the Department of Elementary and Secondary Education (DESE)

Transition Endorsement. Transition Specialist candidates must have a minimum of two years experience under one of the following licenses: An Initial or Professional license as Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, Social Worker/School Adjustment Counselor or Rehabilitation Counselor.

Licensure candidates, teachers who meet the prerequisite license requirements noted above, are required to complete a 150 -hour practicum component. Theory, practice, and application are brought together during the practicum as students apply the skills and knowledge, they have learned in the course work to the real-world assignments and daily responsibilities of the field experience. For students in the endorsement track, a minimum of 100 -hours of field-based experience shall be completed within a Massachusetts public school, approved private special education school, or educational collaborative. The remaining 50 hours must be completed in a community-based setting working with transition age youth to gain experience assisting youth transition from school to adult life. The field-based activities provide the candidate with a range of school and community assignments and responsibilities and include supervision and mentorship of a Program Supervisor and Supervising Practitioner with expertise in the endorsement area of Transition. The 16-week practicum and seminar course coincide with two of the courses, providing candidates with an increased exposure to classroom and school settings while completing assigned activities under the guidance of college faculty, program supervisors, and trained mentors.

## Program Objectives

The program's overall learning outcomes, as shown throughout the specific outcomes of individual courses, provides teachers with the opportunity to assess, plan, coordinate, and deliver transition planning services in collaboration with students, families, educators, and community, state, and federal agencies. Learning outcomes include:

- To address the critical role of the Transition Specialist to effectively support the transition of students with disabilities in post-secondary education, employment, and independent living


## Curry College

- To provide educators with the opportunity to acquire knowledge and skills to address the transition of youth with disabilities
- To provide educators with the opportunity to gain practical experience in working with transition-age students and to understand the transition process from school to work and adult life
- To provide interdisciplinary knowledge and skills spanning special education, rehabilitation, and counseling


## Master of Science in Nursing (MSN) Grad Program

## MASTER OF SCIENCE IN NURSING

Curry College's Master of Science in Nursing is designed for nurses who want to enhance their practice with cutting-edge knowledge and skills. Among the program features are:

- Convenient campus locations
- A superb nursing faculty committed to excellence in nursing education
- A cohort based model where students will stay together as a group throughout the program
- A 2- or 3-year commitment
- Extensive clinical immersion at a range of clinical sites


## Application for Admission

Curry accepts applications on a rolling basis and space in the cohort is limited. Admissions decisions are normally made within two weeks of the receipt of all application materials. We encourage applicants to complete their applications two months before the upcoming cohort. After that time, applications will be considered on a space available basis.

## Cohort Enrollment Policy

Curry College's MSN is a cohort program completed over 6 semester options. Students entering Curry's MSN degree program commit to continuous enrollment with the same group of students. Therefore, once enrolled, changing cohorts is not an option, except for

## Curry College

extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies.

Any student who requests to delay continuous enrollment in their cohort must make a formal request in writing to the Graduate Director of the MSN Program. The request must include documentation of the 'extraordinary' reason for changing the cohort sequence. The Director may request further information. Decisions are made by the Director of the MSN Program.

All decisions are final.

## Length of Time to Complete Program

All course work and program requirements must be completed within six years.

## Grades and Academic Standing

The minimum passing grade in each course is a B- (80) and is necessary for progression in the program. A grade of C+ or lower in any course is cause for academic review. A course can only be repeated once. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits.

A student is making satisfactory progress when at least $67 \%$ of attempted credits have been completed with a passing grade.

The complete Graduate Academic Standing policy can be found in the Graduate Studies Policies section of this Catalog. Additional policies and information for the MSN program are in a nursing policy and information booklet.

## 6 Semester Curriculum Plan

Full-time students will attend Fall, Spring, and Summer semesters to complete the program in 2 years.

Part-time students will attend Fall and Spring semesters only to complete the program in 3 years.

## SEMESTER 1

## Curry College

| Term I: MSN 6600 Informatics and Health Information Management (3 credits) |
| :--- |
| Term II: MSN 6200 Advanced Pathophysiology (3 credits) |
| SEMESTER 2 |
| Term I: MSN 6000 Advanced Assessment and Clinical Reasoning (3 credits) |
| Term II: MSN 6500 Advanced Pharmacology (3 credits) |
| SEMESTER 3 |
| Term I: MSN 6040 Advanced Evidence-based Research and Statistical Analysis (3 credits) |
| Term II: MSN 6300 Nursing Theory, Science and Evidence- based Practice (3 credits) |
| SEMESTER 4 |
| Term I: MSN 6450 Health Policy, Systems and Financing (3 credits) |
| Term II: MSN 6460 Curriculum Theory, Design, Frameworks Development \& Evaluation |
| Methods (Nursing Education)* (3 credits) |
| or |
| Term II: MSN 6100 Leadership (3 credits) |
| MSN 6470 Organizational Leadership in Health Care (Nursing Administration)* (3 credits) |
| credits) |
| or |
| MSN 6770 Quality Improvement Science \& Risk Management in Healthcare (Nursing |
| Term Teaching Strategies and Evaluation Methods (Nursing Education)* (3 |

## Curry College

## SEMESTER 6

Full Term: MSN 7982 Capstone Seminar (2 credits)

Full Term: MSN 7863 Practicum in Nursing Education - 130 hours (Nursing Education)* (3 credits)
or

MSN 7873 Practicum in Nursing Administration -130 hours (Nursing Administration)* (3 credits)

## Curriculum Requirements

The MSN program is comprised of 35 credits including these core graduate nursing courses.

|  | CREDITS |
| :--- | :--- |
| MSN 6000 Advanced Assessment and Clinical Reasoning | 3 |
| MSN 6040 Advanced Evidence-Based Research and Statistical Analysis | 3 |
| MSN 6100 Leadership | 3 |
| MSN 6200 Advanced Pathophysiology | 3 |
| MSN 6300 Nursing Theory, Science and Evidence-Based Practice | 3 |
| MSN 6450 Health Policy, Systems and Financing | 3 |
| MSN 6500 Advanced Pharmacology | 3 |
| MSN 6600 Informatics and Health Information Management | 3 |
| MSN 7982 Capstone Seminar | 2 |

Four courses in the Nursing Education concentration may be taken separately, if students want to earn a Nursing Education Certificate. The Nursing Education Certificate can be earned post-master's for professional development. With the agreement of the MSN

## Curry College

Program Director and acceptable preparation, the courses could be taken post-baccalaureate and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required as part of the Certificate curriculum.

## Accelerated Entry Masters in Nursing (AE-MSN)

## Curriculum Plan

| SEMESTER 1 |  |
| :---: | :---: |
| Term I: MSN 5000 The Art and Science of Nursing (3 credits) | MSN 5010 Concepts and Competencies Across the Lifespan I (3 credits) |
| Term II: MSN 5020 Pathophysiology Pharmacology I (3 credits) | MSN 5030 Health Promotion Across the Lifespan (3 credits) |
| Full Term: MSN 5035 Clinical Health Populations (3 credits) |  |
| SEMESTER 2 |  |
| Term I: MSN 5040 Evidence-Based Resea Theory and Practice (3 credits) | MSN 5050 Management of Chronic Disease Care: Top 10 Health Problems (3 credits) |
| Term II: MSN 5060 Quality Improvem and Risk Management for Nursing Prac (3 credits) | MSN 5070 Family Centered Care (3 credits) |
| Full Term: MSN 5055 Clini <br> Developmental Conditions and Chr Disease Care ( 3 credits) | cal: <br> nic |

## Curry College

| SEMESTER 3 |  |
| :---: | :---: |
| Term I: MSN 5080 Complex Care (3 credits) |  |
| Term II: MSN 5090 Population Health (3 credits) |  |
| Full Term: MSN 5085 Clinical: Acute-Chronic Complex Care (3 credits) |  |
| SEMESTER 4 |  |
| Term I: MSN 6450 Health Policy, Systems and Finance in Healthcare (3 credits) | MSN 6030 Concepts and Competencies Across the Lifespan II (3 credits) |
| Term II: MSN 6050 Informatics, Epidemiology, and Biostatistics for Nursing Practice (3 credits) | MSN 6020 Pathophysiology Pharmacology II (3 credits) |
| Full Term: MSN 6035 Clinical: <br> Palliative/Support Care (3 credits) |  |
| SEMESTER 5 |  |
| Term I:MSN 6060 Leadership and Management (3 credits) |  |
| Term II: MSN 6070 Transitions to the Advanced Generalist Role (3 credits) |  |
| Full Term: MSN 6982 Capstone (3 credits) | MSN 6985 Clinical: Capstone Clinical Immersion (3 credits) |

## Curriculum Requirements

The AE-MSN program is comprised of 66 credits including these core graduate nursing courses.

|  |  | Credits |
| :--- | :--- | :--- |

## Curry College

| MSN 5000 | The Art and Science of Nursing | 3 |
| :---: | :---: | :---: |
| MSN 5010 | Concepts and Competencies Across the Lifespan I | 3 |
| MSN 5020 | Pathophysiology Pharmacology I | 3 |
| MSN 5030 | Health Promotion Across the Lifespan | 3 |
| MSN 5035 | Clinical Health Populations | 3 |
| MSN 5040 | Evidence-Based Research, Theory and Practice | 3 |
| MSN 5050 | Management of Chronic Disease Care: Top 10 Health Problems | 3 |
| MSN5060 | Quality Improvement and Risk Management for Nursing Practice | 3 |
| MSN 5070 | Family Centered Care | 3 |
| MSN 5055 | Clinical: Developmental Conditions and Chronic Disease Care | 3 |
| MSN 5080 | Complex Care | 3 |
| MSN 5090 | Population Health | 3 |
| MSN 5085 | Clinical: Acute-Chronic Complex Care | 3 |
| MSN 6450 | Health Policy, Systems and Finance in Healthcare | 3 |
| MSN 6030 | Concepts and Competencies Across the Lifespan II | 3 |
| MSN 6050 | Informatics, Epidemiology, and Biostatistics for Nursing Practice | 3 |
| MSN 6020 | Pathophysiology Pharmacology II | 3 |
| MSN 6035 | Clinical: Palliative/Support Care | 3 |
| MSN 6060 | Leadership and Management | 3 |
| MSN 6070 | Transitions to the Advanced Generalist Role | 3 |
| MSN 6982 | Capstone | 3 |


| MSN 6985 | Clinical: Capstone Clinical Immersion | 3 |
| :--- | :--- | :--- |

## Nursing Educator (MSN Concentration/Graduate Certificate) Grad Program

## NURSING EDUCATION CONCENTRATION

| REQUIREMENTS | CREDITS |
| :--- | :--- |
| MSN 6000 Advanced Assessment and Clinical Reasoning | 3 |
| MSN 6040 Advanced Evidence-Based Research and Statistical Analysis | 3 |
| MSN 6100 Leadership | 3 |
| MSN 6200 Advanced Pathophysiology | 3 |
| MSN 6300 Nursing Theory, Science and Evidence-Based Practice | 3 |
| MSN 6450 Health Policy, Systems and Financing | 3 |
| MSN 6460 Curriculum Theory, Design, Frameworks, Development, and |  |
| Evaluation Methods | 3 |
| MSN 6500 Advanced Pharmacology | 3 |
| MSN 6600 Informatics and Health Information Management | 3 |
| MSN 6760 Teaching Strategies and Evaluation Methods | 3 |
| MSN 7863 Practicum in Nursing Education | 2 |
| MSN 7982 Capstone Seminar | 35 |
| Total Required Credits: | 3 |

Four courses in the Nursing Administration concentration may be taken separately, if students want to earn a Nursing Administration Certificate. The Nursing Administration

## Curry College

Certificate can be earned post-master's for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken postbaccalaureate, and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required as part of the Certificate curriculum.

## Nursing Administrator (MSN <br> Concentration/Graduate Certificate) Grad <br> Program

## NURSING ADMINISTRATION CONCENTRATION

| REQUIREMENTS | CREDITS |
| :--- | :--- |
| MSN 6000 Advanced Assessment and Clinical Reasoning | 3 |
| MSN 6040 Advanced Evidence Based Research and Statistical Analysis | 3 |
| MSN 6100 Leadership 3 MSN 6200 Advanced Pathophysiology | 3 |
| MSN 6300 Nursing Theory, Science and Evidence-Based Practice | 3 |
| MSN 6450 Health Policy, Systems and Financing | 3 |
| MSN 6470 Organizational Leadership in Health Care | 3 |
| MSN 6500 Advanced Pharmacology | 3 |
| MSN 6600 Informatics and Health Information Management | 3 |
| MSN 6770 Quality Improvement Science and Risk Management in Healthcare | 3 |
| MSN 7873 Practicum in Nursing Administration | 3 |
| MSN 7982 Capstone Seminar | 2 |
| Total Required Credits: | 35 |

## Curry College

## Graduate Certificates in Nursing

The four core courses in the Nursing Education or Nursing Administration concentrations may be taken separately, if students want to earn a Graduate Certificate in either discipline. A Certificate can be earned post-master's for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken postbaccalaureate, and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required in each Certificate curriculum.

See the Nursing Education Concentration Requirements or the Nursing Administration Concentration Requirements sections of the Catalog for a listing of the courses in each discipline.

## Course Levels and Rotations

## Course Levels

| 1000- <br> Level | Courses introduce students to foundational concepts in the field assuming no <br> prior college level exposure. |
| :--- | :--- |
| 2000- <br> Level | Courses appropriate for students with some exposure to the college regimen <br> or to the discipline. Prerequisites may apply. |
| $\mathbf{3 0 0 0}$ Level | Upper level courses building on previous exposure to the discipline, most <br> with prerequisites. |
| $\mathbf{4 0 0 0}$ Level | Senior level courses, most with prerequisites and required signatures. <br> Includes independent reading and/or studies, internships, Honors Scholars, <br> and practicum. |
| $\mathbf{5 0 0 0}$ |  |
| Level |  |
| and |  |
| above |  |$\quad$| Graduate level courses. |
| :--- |

## Curry College

## Course Rotation

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

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

## Applied Computing (AC)

## AC 1030-Communication Technology-3 credits

## Fall and Spring Semesters

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

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

## AC 2010 - Identity Theft - $\mathbf{3}$ credits

## Curry College

## Offered periodically within a three-year academic cycle

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

## AC 2020 - Database Concepts - 3 credits

## Fall Semester

Database management systems are primary vehicles for storage, retrieval, and maintenance of organizational and individual information. This course is designed to provide general understanding of database concepts, introduce an overview of commercial database management systems and familiarize students with Access, its features and components as a personal database management tool. The course utilizes hands-on, practical approach and requires frequent usage of the computer lab or personal computer.

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

## Accounting (ACNT)

## ACNT 1010-Financial Accounting - 3 credits

## Fall and Spring Semesters

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

## ACNT 1011 - Managerial Accounting - 3 credits

Fall and Spring Semesters

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

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

## ACNT 2000 - VITA: Training - 1 credit

## Fall Semester

This is the first of two service-learning courses that prepares students to participate in the Volunteer Income Tax Assistance (VITA) program. VITA volunteers, under the supervision of a licensed CPA, provide tax return preparation services for low and moderate-income residents within the local community. This course focuses on training and certifications required to participate in the program. Topics covered include the Volunteer Standards of Conduct, interviewing techniques, basic and advanced tax law, quality review standards, and other tax considerations. Students will complete mock client sessions where they will practice the VITA process by interviewing a tax client and preparing and reviewing a basic or advanced tax return. Tax software training is also covered.

Prerequisite or Corequisite: ACNT 2020.

## ACNT 2001 - VITA: Tax Return Preparation - 1 credit

## Spring Semester

This is the second of two service-learning courses that prepares students to participate in the Volunteer Income Tax Assistance (VITA) program. VITA volunteers, under the supervision of a licensed CPA, provide tax return preparation services for low and moderate-income residents within the local community. Students will interview clients, prepare basic and advanced individual income tax returns, and complete quality reviews. Students may repeat the course and apply to be a site coordinator. Site Coordinators schedule student/client appointments, respond to client and IRS correspondence, and perform quality reviews on all returns before they are submitted to the IRS. Tax software is used extensively throughout the program.

## This course meets the General Education Active Learning requirement.

Prerequisite: ACNT 2001.

## Curry College

## ACNT 2010 - Financial Reporting \& Analysis I-3 credits

## Fall Semester

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

## Prerequisite: ACNT 1010.

## ACNT 2011 - Financial Reporting \& Analysis II - 3 credits

## Spring Semester

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

## Prerequisite: ACNT 2010 (with a minimum grade of C-) or permission of instructor.

## ACNT 2020 - Individual Income Taxation - 3 credits

## Fall Semester

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

## ACNT 2021 - Business Entity Taxation - 3 credits

## Spring Semester

An examination of the U.S. Income Tax structure with an emphasis on the taxation of different taxable entities with extensive coverage on corporations. The course will also

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include an introduction to trusts, estates and gift tax, multinational tax transactions and state and local taxes. Research, analysis and planning of tax issues are also introduced.

## ACNT 2060 - Forensic Accounting and Fraud Examination - 3 credits

## Spring Semester

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

## ACNT 3010 - Cost Accounting \& Analytics - 3 credits

## Spring Semester

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

## Prerequisite: ACNT 2011.

## ACNT 3011 - Corporate Governance \& Business Concepts - 3 credits

## Fall Semester

This course is an in-depth study of corporate governance, including enterprise risk management, internal controls, business processes, and strategic performance management pertaining to the cost accountant. Accounting majors examine governance at a corporate level, including the processes through which a company sets objectives and pursues in the context of the social, regulatory, and market environment. Students will explore practices and procedures on how companies achieve their goals while ensuring stakeholders' confidence that appropriate decision-making processes and controls are in place to balance all stakeholders' interests

Prerequisite: ACNT 3010.

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

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

Prerequisite: ACNT 1010.

## ACNT 3040-Advanced Accounting - 3 credits

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

Prerequisite: ACNT 2011.

## ACNT 3050-Audit \& Other Assurance Services - 3 credits

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

Prerequisite: ACNT 3040.

## ACNT 3980-Senior Seminar: Accounting - 3 credits

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

## Prerequisite: ACNT 3040 and Senior Year Standing.

## Art History (AH)

AH 1100 - World Art - 3 credits

Fall and Spring Semesters

World Art is designed to introduce students to major works of art from across the globe spanning a wide specrtum of time-from the ancient epoch to the present. Students will start by identifying such compositions and linking them to the civilizations that created them and the eras (periods/movements) from which they emerged. Students will also be challenged to apply the proper range of related terms to analyze the compositions on an aesthetic level. Lastly, students will be challened to think critically about the broader social context (political, economic, historic, technological, etc.) surrounding such works.

This course meets the General Education International/ Global Interdependence requirement or the General Education Humanities Breadth requirement.

## AH 2000 - Identity \& Visual Culture: A Global Perspective - $\mathbf{3}$ credits

How are personal and social identities constructed and how do they change? In what ways are identities personally, socially, or politically significant? This Art History course will study such questions in a cross-cultural and interdisciplinary manner. We will investigate both contemporary and historical issues surrounding critical theories and approaches from Africa, Asia, Europe, the Middle East, and the Americas as they relate to the arts. Among other things, the following topics will be studied and explored: "primitivism;" "otherness;" colonialism, nationalism, ethnicity and hybridity; a sense of place; social order, gender, sexual orientation, religion in intercultural contexts; style and ethnicity; symbolism, meaning, and interpretation; social order (a systems view); and the phenomenology of "self" in art. Taken together, these themes are viewed as constructs that frame our understanding of art. In the process we will examine how artists have contested dominant representations of gender, sexuality, race, ethnicity, as well as other minority "subjectivities," and how artists have proposed alternatives to such constituencies. Among other things, weekly writing assignments, both in-class and online, are designed to engage students with course topics, foster creative and critical thinking, and allow instructor assessment and evaluation of students' progress.

This course meets the General Education Diversity Requirement or the General Education Global Requirement.

## AH 2498 - Film Criticism-3 credits

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Surveys representative examples of various styles and genres of motion pictures to enable students to recognize and evaluate the creative processes and criticism that are unique to film. (Same course as COM 2498).

This course meets the General Education Humanities Breadth and Reading/Writing Enhancement requirement.

## AH 2720-A History of Photography - 3 credits

## Offered periodically within a three-year academic cycle

SA 2720 presents a survey of historical, philosophical, and aesthetic developments in photography since its origins in 19th century France to the present with an emphasis on global perspectives and identities. Students will be introduced to the key historical figures and the movements they were associated with. In the process, various technical processes will be covered (as well as the camera's evolution), appropriate vocabulary will be introduced, and the impact of photographic imagery upon mass culture will be examined.

This course meets the General Education International/Global Interdependence requirement.

## AH 2930 - Contemporary Art - 3 credits

## Alternate Spring Semesters

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

This course meets the General Education Humanities Breadth requirement.

## AH 2935 - Modern Art - 3 credits

## Offered periodically within a three-year academic cycle

Modern Art is a chronological survey of European and American Modern art movements from the late eighteenth century (starting with Neoclassicism) through to roughly 1960 and the advent of Pop art. Traditional media such as painting, sculpture, architecture, as well as

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newer forms such as photography will be addressed, especially regarding their broader cultural, political, technological, and environmental contexts.

This course meets the General Education International/Global Interdependence requirement or the General Education Humanities Breadth requirement.

## AH 2960 - Non-Western Art - 3 credits

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

This course meets the General Education International/Global Interdependence requirement.

## AH 2970 - History of Graphic Design - 3 credits

This course examines the historical development of graphic design as a discipline, by looking at the work of specific individuals and movements whose innovations have shaped visual communication. Studies the relationship between graphic design and its audience. Examines the social impact of design by looking at such innovations as the printing press, photography, and the computer. In addition, students will explore the aesthetic development of graphic design and look at how it has impacted contemporary sensibilities.

This course meets the General Education International/Global Interdependence requirement.

## AH 3010 - Research Methods in World Art - 3 credits

## Spring Semester

Research Methods in World Art covers major works of art from across the globe spanning a wide specrtum of time-from the ancient epoch to the present. Students will be challenged to apply the proper range of related terms to analyze the compositions on an aesthetic level and will be challened to think critically about the broader social context (political, economic, historic, technological, etc.) surrounding such works in order to examine human creativity and diversity throughout history. This course follows a methodological approach to the discipline, focusing on the writing and research process itself and in critically assessing the art-historical literature in the process.

This course meets the General Education Reading/Writing Enhancement requirement.

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Prerequisite: AH 1100.

## Biology (BIOL)

BIOL 1055 - Introduction to Organisms - 4 credits

## Fall and Spring Semesters

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

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

## BIOL 1057 - Life Science for Educators - 4 credits

## Fall and Spring Semesters

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

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

## BIOL 1065 - Introduction to Molecules and Cells - 4 credits

## Fall and Spring Semesters

This is one half of a full-year course introducing the overarching themes of Biology. This semester, we will focus on the smallest unit of life - cells, and the molecules that comprise cell structure and function. We will begin with a discussion of chemistry, and build upon that knowledge to cover molecules of increasing complexity. We will cover the parts of the cell and their functions, and discuss how cells use energy. Finally, we will discuss how cells transmit information to the next generation through DNA, and how incremental changes in

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DNA over time contributes to the diversity of life and evolution of new species. These topics will be explored through the lens of past and present scientific discovery. Lecture and laboratory. Fee.

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

## BIOL 1075 - Anatomy and Physiology I - 3 credits

## Fall Semester

The first semester of a two-semester introductory course in human anatomy and physiology. Topics covered this semester include cell biology, histology, and the structure and function of the integumentary, skeletal, muscular, and nervous systems.

## BIOL 1175 - Anatomy and Physiology I Laboratory - 1 credit

## Fall Semester

Introduces students to the laboratory techniques involved in the practical examination of the topics presented in A\&P I lectures. Techniques involve microscopy, dissection and experimentation. Fee.

## BIOL 1085 - Anatomy and Physiology II - 3 credits

## Spring Semester

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

## BIOL 1185 - Anatomy and Physiology II Laboratory - 1 credit

## Spring Semester

Introduces students to the laboratory techniques involved in the practical examination of the systems studied in A\&P II lectures. Techniques involve dissection and experimentation. Fee.

## BIOL 2010 - Microbiology - 4 credits

Fall Semester

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Overview of the microbial world including microbial cell structure and function and the diversity of microorganisms. Introduction to the fundamental concepts of microbial metabolism, genetics, the role of microorganisms in disease, immunity, and other selected applied areas. The laboratory experience will provide students with experience in aseptic techniques along with the isolation of a broad range of nonpathogenic bacteria, using selective and enrichment techniques, with microscopic, biochemical, and molecular identification. Related exercises include genetics, physiology, quantitation, and growth energetics. Lecture and laboratory. Fee.

Prerequisites: BIOL 1065 or 1075/1175 and CHEM 1020/1120 or 1001/1002 or permission ot instructor.

## BIOL 2030 - Human Disease - 3 credits

## Offered periodically within a three-year academic cycle

An introduction to human disease suitable for students interested in the health sciences. The course will be divided into two parts: in the first part general concepts will be covered, such as disease classification and diagnosis, as well as the structure and function of the immune system. In the second part, individual organ systems will be considered, including diseases of the cardiovascular, respiratory, urinary, digestive, nervous, endocrine, and musculoskeletal systems.

Prerequisites: BIOL 1055 and 1065 or BIOL 1075/1175 and 1085/1185, or permission ot instructor.

## BIOL 2040 - Microbiology for Science Majors - 3 credits

## Fall Semester

Semester This course introduces science majors to the basic properties of microorganisms, microbial metabolism and genetics, the principles of microbial pathogenicity, the mode of action of antibiotics, the fundamentals of immunology, and the response of the human host to infections. This course also addresses the importance of microorganisms in research, ecosystems, and their economic significance.

## Corequisite: BIOL 2140.

BIOL 2050-Animal Behavior - 3 credits
Spring Semester

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The course covers the foundations of ethology, with an evolutionary perspective. Topics will include the neural and hormonal underpinnings of behavior, kinship theory, animal learning and communication, foraging, avoiding predators, attracting mates, and migratory behavior. Major theories and important empirical studies will be reviewed. The ultimate goal of the course is to excite student interest in the living world of animals.

Prerequisite: any BIOL or SCI course or permission of instructor.

## BIOL 2060 - Introduction to Exercise Physiology - 3 credits

## Alternate Fall Semesters

This introductory-level exercise physiology course provides a foundational understanding of the biochemical and mechanical interactions of the musculoskeletal, endocrine, neurovascular, cardiopulmonary, and digestive systems, with exercise. Additional topics of discussion include: epidemiology of health and disease, exercise prescription, nutrition, influence of exercise on brain function, and acute and chronic effects of exercise as they relate to the healthcare professional or athletic trainer.

Prerequisites: BIOL 1075/1175 and BIOL 1085/1185, or BIOL 1055 and 1065, plus CHEM 1001/1002 or CHEM 1010/1110, plus MATH 1150, or permission of instructor.

## BIOL 2100 - Genetics - 4 credits

## Spring Semester

Examines the principles of heredity through an historical development of the modern concept of the gene. Topics to be covered will include the works of Gregor Mendel and Thomas Hunt Morgan, cytogenetics, genetic engineering, and population genetics. Lecture and laboratory. Fee.

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

## BIOL 2140 - Microbiology Lab for Science Majors - 1 credit

## Fall Semester

This laboratory course is designed to teach students the skills necessary to grow, isolate, observe, identify and study microorganisms. This includes practicing and applying aseptic technique, learning proper usage of a compound light microscope and stereomicrocope, learning how to identify or manipulate microorganisms for research purposes based on microscope imaging, culture, staining, and molecular techniques, and proper

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decontamination techniques. A major focus of this course will involve applying synthesizing data and information in both high and low stakes writing assignments. Emphasis will also be placed on finding and analyzing relevant peer-reviewed written sources.

## This course meets the General Education Reading and Writing Enhancement requirement.

Prerequisites: BIOL 1065 and CHEM 1020/1120 or permission of instructor.
Corequisite: BIOL 2040.

## BIOL 2160 - Population Genetics - 3 credits

## Alternate Fall Semesters

Population genetics examines the frequencies and distribution of alleles, genotypes and haplotypes of natural, artificial, and simulated populations in order to understand the forces that cause genetic change over time. Population genetics is a core discipline in human disease, genetics, evolutionary biology, conservation biology and in forensic science. This course provides the theoretical background and analytical tools needed to apply population genetics to understand how genetic variation is produced, maintained, and distributed within and among populations over time.

Prerequisite: Any General Education Science Breadth and Quantitative Literacy Enhanced course.

## BIOL 2300 - Bioinformatics - $\mathbf{3}$ credits

## Alternate Spring Semesters

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

## BIOL 2310 - Field Ecology - 4 credits

## Alternate Fall Semesters

The course will consider the interrelationships of living things and their environment.

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Special attention will be given to the experimental demonstration of these interrelationships in various types of habitats. Specific topics to be covered will include old field succession, lake succession, species diversity, primary productivity, and tide pool ecology. Fee.

Prerequisite: Any BIOL or SCI course or permission of instructor.

## BIOL 2330-Aquatic Biology - 4 credits

## Alternate Fall Semesters

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

Prerequisite: Any BIOL or SCI course, or permission of instructor.

## BIOL 2520 - Nutrition - 3 credits

## Fall and Spring Semesters

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

## Prerequisite: Any BIOL, CHEM, or SCI course or permission of instructor.

## BIOL 3030 - Cell Biology - 4 credits

Focuses on cells, the basic units of all organisms. Their structures and activities are examined with special emphasis on their subcellular components and interactions with their environments. In the laboratory, students employ some of the newest techniques used by researchers in the study of cells and their biology. Gaining familiarity with various experimental approaches, cell types, and types of instrumentation are the main goals. Lecture and laboratory. Fee.

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

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## BIOL 3050 - Immunology - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisites: BIOL 1055, 1065, 2040/2140, and 2100, or permission of instructor.

## BIOL 3060 - Cancer Biology - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: BIOL 2100 or permission of instructor.

## BIOL 3075 - Advanced Physiology - 4 credits

## Spring Semester

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

Prerequisites: BIOL 2100 and 3030 or permission of instructor.

## BIOL 3120 - Evolution and Genomics - 3 credits

An exploration of the underlying process by which species arise and change through time. It

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traces the development of the concept of evolution via natural selection and then explores the subtleties of selection which serve to fine-tune organisms to the environment. In addition, the course addresses genomics, the study of the complete sets of DNA within organisms, and how they have changed and compare evolutionarily. Students will learn the application of genome analysis and bioinformatics in the study of evolution. In the laboratory, students learn the application of genome analyses and bioinformatics to the study of evolution.

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

## BIOL 3500 - Junior Seminar - 1 credit

## Spring Semester

This course design is to further foster the development of knowledge and skills used by professional scientists. The main goal is the production and delivery of professional quality written reports on current research. The knowledge discussed and accumulated in this course continues to enhance students' awareness and understanding of scientific inquiry. Extensive analysis of primary scientific literature is central to this course and provides practical experience in developing the skills of written communication used by all scientists.

Prerequisite: Junior standing.

## BIOL 3800 - Advanced Topics in Biology Seminar - 3 credits

## Offered periodically within a three-year academic cycle

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

## BIOL 3900 - Senior Seminar in Biology- 1 credit

## Fall Semester

This course design is to further foster the development of knowledge and skills used by professional scientists and engage in career preparation activities for Science Majors. The main goal is the production and delivery of professional quality oral presentations on current research. Extensive analysis of primary scientific literature is central to this course

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as it provides practical experience in developing the skills in oral communication used by all scientists. Students engaged in research projects also discuss their work/progress and problems that may be arising.

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

## BIOL 4000 - Research Communication-1 credit

## Fall and Spring Semesters

Consists of supervised preparation, by the student, of a written report and an oral presentation based on their independent research.

Prerequisite: Permission of area instructor. Signature of faculty supervisor and Department Chair required. Strongly recommended that this be taken the semester after Independent Research 4010 but may be completed concurrently.

This course meets the General Education Active Learning requirement.

## BIOL 4000-H - Honors Thesis - 1 credit

## Fall and Spring Semesters

This course will give students an overview of the relevant scientific literature relating to their research project with an emphasis on evaluating, analyzing and reporting their research findings. After completion of authentic-research on a question/problem, either in the field, or in a lab on campus or off campus; or in libraries/internet; students will write-up research report and give a public oral presentation to the Science Department and others. Signature of faculty supervisor and Department Chair required.

Prerequisite: Honors Research. Ideally this course will be taken in the spring semester of the student's senior year. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4000 for Honors candidates.

## BIOL 4010 - Independent Research in Biology - 1-3 credits

## Fall and Spring Semesters

Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member's supervision. The student will be required to investigate literature in the field and gain understanding of the nature of the problem/question and methodology that will be

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used in investigation. Student will be required to do actual research in libraries or labs, onor off-campus. Signature of faculty supervisor and department chair required. This course meets the General Education Active Learning requirement.

Pre-requisites: Permission of area instructor. The project must begin no later than the fall of the student's senior year.

This course meets the General Education Active Learning requirement. Students may take this course more than one time for credit.

## BIOL 4010-H - Honors Independent Research - 3 credits

## Fall and Spring Semesters

Familiar with relevant research in the discipline, an ability to identify valid data and the use to data to drive decisions will be achieved through independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member's supervision. The student will be required to do authentic-research on a question/problem, either in the field, or in a lab on campus or off campus. Signature of faculty supervisor and Department Chair required. Students may not take this course more than one time for credit. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4010 for Honors candidates.

Prerequisite: Honors candidate and permission of advisor. The project must begin no later than the fall of the student's senior year.

## Black Studies (BLKS)

## BLKS 2000 - Contemporary Black Worlds - $\mathbf{3}$ credits

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

This course meets the General Education Diversity requirement.

BLKS 2150-African-American Literature - $\mathbf{3}$ credits

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## Fall and Spring Semesters

Examines African-American literature in its historical contexts from the era of slavery to the present. (Same course as ENG 2150).

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

## BLKS 2250 - Black Voices Matter: Black Lives, Rhetorics, and Literacies - $\mathbf{3}$ credits

## Fall Semester

This course aims to familiarize students with the rhetorical dimensions of the Black community. It also aims to challenge them to fine tune and practice critical media literacies Students will practice using an intersectional feminist approach to engage with how interlocking identities/oppressions, such as race, gender, class, ability and sexuality are constructed, represented, reproduced, critiqued, policed and disciplined in the larger community, contemporary pop culture and academic discourse. (Same course as WRIT 2250).

This course meets the General Education Diversity requirement and the Reading and Writing Enhancement requirement.

Prerequisite: WRIT 1500 or equivalent course experience.

## BLKS 2330-African-American History - 3 credits

## Fall Semester

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

This course meets the General Education Diversity requirement.

## BLKS 2450 - Intro to African-American Cultures - $\mathbf{3}$ credits

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## Spring Semester

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

This course meets the General Education Diversity requirement.

## BLKS 2492-African-American Cinema-3 credits

## Alternate Years

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

## This course meets the General Education Diversity requirement.

Prerequisite: Sophomore standing.

## BLKS 2541 - Race and Religion in America - 3 credits

## Offered periodically within a three-year academic cycle

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

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This course meets the General Education Humanities Breadth requirement and the Information Literacy Enhancement requirement.

## BLKS 3050 - Race, Class, Gender and Health - 3 credits

## Fall Semester

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

## This course meets the General Education Diversity requirement.

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

## BLKS 3600 - Chocolate Cities - 3 credits

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

## This course meets the General Education Diversity requirement and the Information Literacy Enhancement requirement.

Prerequisite: Sophomore standing.

## BLKS 3900 - The Black Diaspora: Special Topics - 3 credits

Spring Semester

## Curry College

Seminars on any topic directly related to Black cultures and experiences around the world.
This course meets the General Education International/Global Interdependence requirement.

## Business (BUS)

## BUS 1000 - Introduction to Business - $\mathbf{3}$ credits

## Fall and Spring Semesters

The course presents a broad introduction to the functioning of businesses. It is designed to give students an understanding of what the business arena is all about, how a business operates and which business functions are needed in any enterprise. Topics covered include accounting, finance, marketing, information and legal systems, operations, business ethics and social responsibility, leadership and decision-making, and human resources.

## BUS 1010 - Excel for Business - 1 credit

## Fall and Spring Semesters

This course is an introduction to Microsoft Excel for business students. Students will learn the essentials of creating and professionally formatting multiple worksheets, performing basic business calculations with formulas, and using data to create visualizations through charts and graphs. Throughout the course, students will apply the concepts learned in Financial Accounting using Excel.

Corequisite: ACNT 1010.

## BUS 1020 - Business \& Professional Communication-3 credits

## Fall and Spring Semesters

This course will introduce the many forms of communication used in the business world and present strategies and techniques to improve on one's own professional communication skills. The course focuses on approaches for planning, creating, and transmitting business information within a variety of business situations found in the global marketplace. Both written and oral communication will be studied using a variety of business documents, projects, and presentations.

BUS 1610-Economics: Macro-3 credits

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## Fall and Spring Semesters

The study of economic analysis in theory and practice. The structure and determinants of a nation's income, employment, investment, and balanced growth.

This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements.

## BUS 1611-Economics: Micro-3 credits

## Fall and Spring Semesters

Includes economic issues and decision-making processes. The operation of the price system based on the various market forms of the firm; monopoly power, controls and essentials of workable competition; resource pricing and income distribution going to labor and capital.

This course meets the General Education Social Science Breadth requirement.

## BUS 2000-Management Theory and Practice - 3 credits

## Fall and Spring Semesters

This course will explore the theories and practices of management that are used in the organization and management of profit and non-profit businesses and institutions. The course will focus on the four primary management 'functions' of planning, leading, organizing and controlling the resources and operations of the organization. The role of the manager and skills that are needed to succeed at different levels of the organization will be addressed. Emphasis will be placed on oral and written communication and effective group interaction.

Prerequisite: BUS 1000.

## BUS 2100-Small Business Concepts - 3 credits

## Fall Semester

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

Prerequisite: ACNT 1010.

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## BUS 2150-Quantitative Methods and Analytics for Business - 3 credits

## Fall and Spring Semesters

This course covers a number of quantitative techniques used to solve business problems. The main objective is to provide students with an understanding of basic statistical concepts and tools, and their use in making business decisions. It focuses on application of statistical analysis to real-world problems. Key concepts covered include extracting the vital information from descriptive statistics, probability concepts, sampling and estimation theory, and regression analysis to construct predictive models based on data. Students are expected to learn how to apply the techniques discussed and to improve their general problem-solving abilities, especially in the business context.

Prerequisite: MATH 1150.

## BUS 2170 - Environmental Economics - 3 credits

## Fall Semester

In this course, students will study the application of economic concepts and tools to environmental issues. Basic economic principles will be used to analyze how natural resources are (or should be) evaluated and managed. Contemporary environmental problems, such as climate change, sustainable development and transboundary pollution are discussed in the context of the economics concepts introduced in the course. Students will also gain a deeper understanding of how human actions affect the environment, and how individual incentives can be used to improve environmental quality.

Prerequisite: BUS 1611.

## BUS 2250 - Business Law - 3 credits

## Fall and Spring Semesters

Begins with a study of the historical background and sources of law, and examines the civil and criminal justice systems. Torts, contracts, government regulation of the competitive process, and consumerism are the main topics covered.

## BUS 2262 - Employment and Labor Law - 3 credits

## Alternate Fall Semesters

An examination of the legal and economic relationships between employers and employees. Labor unions and collective bargaining are addressed in depth as are the areas of at-will

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employment, wrongful termination, downsizing/restructuring and employee benefits. The balance between an employee's rights to privacy and employer's right to effectively manage the business enterprise are discussed, as are discrimination laws and affirmative action.

Prerequisite: BUS 1000.

## BUS 2263 - Health Care Law - 3 credits

## Summer Semester

Examines legal and regulatory issues confronted by the health care professional in today's changing environment. Specific issues addressed include health care facility liability, staff and nursing liability, patient consent, law and the mental health patient, reporting obligations, patient rights, medical records, labor relations and hospital reorganization.

Prerequisite: BUS 2250.

## BUS 2265 - Collective Bargaining and Labor Relations - 3 credits

## Spring Semester

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

Prerequisite: BUS 1000.

## BUS 2310 - Residential Property Management I-3 credits

## Fall Semester

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

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## BUS 2320 - Residential Property Management II - 3 credits

## Spring Semester

This course is the second part of an introduction to basic residential property management. Examination of operational and financial aspects of residential property management including budgeting and purchasing decisions, maintenance management, optimizing rents and apartment evaluation are included.

Prerequisite: BUS 2310.

## BUS 2500 - Human Resource Management - 3 credits

## Spring Semester

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

Prerequisite: BUS 1000.

## BUS 2510-Organizational Systems and Processes - 3 credits

## Fall and Spring Semesters

Analyzes the management of organizational systems, and processes. An original, fieldbased, team research project and presentation focused on how a "live" organization integrates systems, processes, and best practices is required. Organizational design and development concepts to facilitate effective team work, cross-functional team decisionmaking, and conflict resolution are examined.

Prerequisite: BUS 1000.

## BUS 2540 - Employee Recruitment, Selection and Retention - 3 credits

The curriculum focuses on examining various situations, contingencies, practical tactics and techniques as they relate to your roles within a business. Students will gain an understanding of the strength and weaknesses of strategies used by business leaders and learn to assess a variety of situations regarding the most appropriate approaches in

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maximizing employees' performance and methods to set organizational models and strategies, thus leading to great performance. This is a practice- oriented, team based learning course.

Prerequisite: BUS 2500.

## BUS 2550-Operations Management - $\mathbf{3}$ credits

## Fall and Spring Semesters

Operations management (OM) plans, organizes, coordinates, and controls the resources needed to produce goods and services. This course provides a management perspective of operations using a mathematical component. Concepts are arranged in progressive order from strategic to tactical, applying quantitative and qualitative analysis to OM concepts. Students explore the role of operations in building the firm's competitive strength and fulfilling the firm's goal of creating value and delivering customer satisfaction. The course utilizes Excel-based decision-making tools and business analytics models to develop quantitative OM analyses. Finally, concepts are reinforced using marketplace OM simulations and mastered through an inquiry-based project.

Topics include productivity, operations strategy, project management, forecasting, design of goods and services, managing quality, process strategies, capacity and constraint planning, location and layout strategies, managing human resources, supply chain management, inventory management, aggregate planning and S\&OP, materials requirement planning, short-term scheduling, lean operations, and maintenance and reliability.

This course meets all majors' General Education Reading and Writing Enhancement requirement.

Prerequisites: BUS 1000, ACNT 1011, and MATH 1150.

## BUS 2610-Crisis Management - $\mathbf{3}$ credits

## Offered periodically within a three-year academic cycle

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

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## BUS 2900 - Peer Tutor/Group Facilitator - 3 credits

## Fall and Spring Semesters

Peer Tutors/Group Facilitators participate in a variety of first year Business courses and work with assigned groups on teambuilding; problem analysis; written reports and papers; exercise and case preparation; class presentations; and World Wide Web research during required weekly out-of-class meetings. May be repeated.

## Prerequisite: Permission of A. Fabrizio.

## BUS 3310 - Advanced Property Management - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: BUS 2320.

## BUS 3320-Contemporary Issues in Property Management - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: BUS 3310.

## BUS 3450 - Business Administration Internship Field Experience - 1-9 credits

## Fall and Spring Semesters

Provides students with "hands-on" experience working in a field placement. A learning contract and a reflection paper are required, as well as weekly meetings with on-campus supervisors, and participation in a weekly seminar. (Prior to registration for BUS 3450 an Internship application must be submitted.)

This course meets the General Education Active Learning requirement.

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Prerequisites: Permission of A. Fabrizio/M. Perrault.
Corequisite: BUS 3450 SM.

## BUS 3450SM - Business Administration Internship Seminar - 0 credit

## Fall and Spring Semesters

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

Prerequisite: permission of A. Fabrizio/M. Perrault.
Corequisite: BUS 3450.

## BUS 3500 - Employee Training and Development - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: BUS 2500 or BUS 2510.

## BUS 3510 - Leadership - 3 credits

## Offered periodically within a three-year academic cycle

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

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Prerequisite: BUS 2500 or BUS 2510.

## BUS 3530-Total Compensation - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: BUS 2500.

## BUS 3820-Investments - 3 credits

## Spring Semester

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

Prerequisite: FIN 2000.

## BUS 3830 - International Finance - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: FIN 2000.

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## BUS 3900 - Special Project in Business Administration - 3 credits

## Fall and Spring Semesters

Designed to provide individuals or teams the opportunity for in-depth investigation of a special topic or final project within the context of a Business Administration concentration. May be linked to a Business Administration internship. A major paper is required. (Prior to registration for BUS 3900 a 1-2 page proposal outlining the intended project must be submitted.)

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

## BUS 3901 - Capstone Fieldwork/ Project in RPM - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisites: BUS 2310, 2320, 3310, and 3320.
Note: Students who have no prior work experience may petition to substitute a traditional 120 hour internship for this fieldwork/project course. This option makes sense for students who have no prior work experience. These individuals would follow the established Curry College procedures for experiential education including taking the required prerequisite course - Introduction to Experiential Learning (3 credits) and the Business Internship and Seminar (3 credits).

## BUS 3930 - Management of International Business - 3 credits

## Fall and Spring Semesters

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Focuses on the principles of international business and the characteristics, which distinguish it from domestic business. Presents a broad overview of the organizations and institutions that comprise the global economy. Topics include international trade theory and practice; international law and multilateral institutions; foreign direct investment; regional integration and trade blocks; the global monetary system and its institutions; culture and politics. Required for Business Administration majors.

This course meets the General Education International/ Global Interdependence requirement.

Prerequisites: BUS 1000 and BUS 1610.

## BUS 3950 - Business Ethics - $\mathbf{3}$ credits

## Fall and Spring Semesters

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

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


## Required for Business Administration majors.

Prerequisites: Most 2000-level prerequisite and major core requirements.

## BUS 3980 - Senior Capstone Seminar: Business Management Policy - 3 credits

## Fall and Spring Semesters

Uses cases and field-based projects that require integration of the skills and knowledge acquired in the various management disciplines to develop solutions to complex, organizational problems. Involves financial analysis, forecasting, strategic planning, and knowledge of the organizational dynamics that exist between and among functional

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departments. Strategy development and implementation viewed as central to effective decision-making and the development of a "general manager's" perspective are emphasized. Required for Business Administration seniors.

Prerequisites: 2000-level prerequisite and major core requirements. Department approval required.

## Chemistry (CHEM)

## CHEM 1001-Chemical Concepts - 3 credits

## Fall and Spring Semesters

CHEM 1001 is a one-semester course designed to introduce students to the fundamental principles of general, organic and biological chemistry with an emphasis on applications in the nursing and health related fields. We will begin with an overview of measurements, unit conversions and density. We will examine the structure of the atom, modes of bonding, Lewis structures, VSEPR theory, nomenclature, stoichiometry, gas laws, solutions and acid/base properties. After studying the basic principles of general chemistry we will examine hydrocarbons, and learn how to recognize organic compounds containing heteroatom functional groups. We will finish the semester discussing how these organic functional groups relate to the structure of natural occurring substances for example simple esters (flavors and fragrances) and biological molecules for example proteins, lipids and carbohydrates. Fee.

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

Corequisite: CHEM 1002.

## CHEM 1002 - Laboratory for Chemical Concepts - 1 credit

## Fall and Spring Semesters

CHEM 1002 is designed to provide hands-on laboratory experience using appropriate experiments applicable for students in the nursing and health related fields. Students will develop several laboratory techniques including gravity filtration, centrifugation, vacuum

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filtration, titration and extraction as they collect, analyze and evaluate experimental data and present their results in a written format. Fee.

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

Corequisite: CHEM 1001.

## CHEM 1010 - Introductory Chemistry I-3 credits

## Fall Semester

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

Corequisite: CHEM 1110.

## CHEM 1020-Introductory Chemistry II - 3 credits

## Spring Semester

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

Prerequisite: CHEM 1010.
Corequisite: CHEM 1120.

## CHEM 1110 - Laboratory for Introductory Chemistry I-1 credit

Fall Semester

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CHEM 1110 is designed to provide hands-on laboratory experience using appropriate experiments for science majors. The laboratory exercises have been carefully selected to (1) reinforce your understanding of chemistry principles discussed in lecture, and (2) help you establish strong laboratory skills. Students will develop several laboratory techniques including gravity filtration, centrifugation, vacuum filtration and titration as they collect, analyze and evaluate experimental data and present their results in a written format. Fee.

Corequisite: CHEM 1010.

## CHEM 1120 - Laboratory for Introductory Chemistry II - 1 credit

## Spring Semester

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

## Prerequisite: CHEM 1110.

Corequisite: CHEM 1020.

## CHEM 2030-Analytical Chemistry-3 credits

## Alternate Years

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

Prerequisites: CHEM 1010, CHEM 1110, CHEM 1020, and CHEM 1120.
Corequisite: CHEM 2130.

## CHEM 2130 - Laboratory for Analytical Chemistry - 1 credit

## Alternate Years

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

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## CHEM 2510-Organic Chemistry I - 3 credits

## Fall Semester

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

Prerequisites: CHEM 1010, CHEM 1110, CHEM 1020, and CHEM 1120.
Corequisite: CHEM 2610.

## CHEM 2520-Organic Chemistry II - 3 credits

## Spring Semester

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

Prerequisite: CHEM 2510.
Corequisite: CHEM 2620.

## CHEM 2610 - Laboratory for Organic Chemistry I-1 credit

## Fall Semester

This course is designed to provide hands-on laboratory experience using appropriate experiments applicable for science majors. Students will develop several organic chemistry laboratory techniques including recrystallization, distillation, chromatography, vacuum

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filtration and extraction as they collect, analyze and evaluate experimental data and present their results in a written format. Fee.

Corequisite: CHEM 2510.

## CHEM 2620 - Laboratory for Organic Chemistry II - 1 credit

## Spring Semester

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

Prerequisite: CHEM 2610.
Corequisite: CHEM 2520.

## CHEM 2710-Physical Chemistry-3 credits

## Alternate Fall or Spring Semesters

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

Prerequisite: CHEM 1020.
Corequisite: CHEM 2810.

## CHEM 2810-Laboratory for Physical Chemistry - 1 credit

## Alternate Fall or Spring Semesters

The laboratory activities are designed to provide a context for the abstract concepts covered in class. Students working in teams develop problem solving, data collection, data analysis and presentation skills using standard and custom-built instrumentation.

Prerequisite: CHEM 1020.

Corequisite: CHEM 2710.

## CHEM 2910 - Inorganic Chemistry - 3 credits

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## Alternate Fall or Spring Semesters

This course will provide a contemporary introduction to the discipline of inorganic chemistry. Students will develop their understanding of the structure, bonding, and reactivity of inorganic compounds. Principle topics covered include: symmetry and group theory, bonding models, coordination chemistry and bioinorganic chemistry.

Prerequisite: CHEM 1020.

## CHEM 3500 - Junior Seminar - 1 credit

## Spring Semester

This course design is to further foster the development of knowledge and skills used by professional scientists. The main goal is the production and delivery of professional quality written reports on current research. The knowledge discussed and accumulated in this course continues to enhance students' awareness and understanding of scientific inquiry. Extensive analysis of primary scientific literature is central to this course and provides practical experience in developing the skills of written communication used by all scientists.

## Prerequisite: Junior Standing.

## CHEM 3570-Biochemistry I-3 credits

## Fall Semester

Introduction to the chemistry of living systems. Topics include structure and function of biomolecules (proteins, carbohydrates, lipids, and nucleic acids), enzyme kinetics, and the regulations and energetics of biochemical reactions.

Prerequisites: BIOL 1065 and CHEM 2520.
Corequisite: CHEM 3670.

## CHEM 3580 - Biochemistry II - 3 credits

## Spring Semester

A continuation of Biochemistry I with an emphasis on bioenergetics, regulation, and metabolism. Topics include the catabolism of nutrient molecules (carbohydrates, lipids, and proteins), anabolism of biomolecules, and the integrated regulation of metabolic pathways.

Prerequisites: CHEM 3570 and 3670.

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Corequisite: CHEM 3680.

## CHEM 3670-Laboratory for Biochemistry I-1 credit

## Fall Semester

An introduction to laboratory techniques and principles for Biochemistry I. Fee.
Prerequisites: BIOL 1065 and CHEM 2520.
Corequisite: CHEM 3570.

## CHEM 3680 - Laboratory for Biochemistry II - 1 credit

## Spring Semester

A continuation of laboratory techniques and principles for Biochemistry II. Fee.
Prerequisites: CHEM 3570 and 3670.
Corequisite: CHEM 3580.

## CHEM 3800 - Special Topics in Biochemistry - 3 credits

Examination of advanced topics in biochemistry, particularly those from the current literature. The course content will vary according to the interests of the students and the instructor; topics covered may include enzymology and mechanisms of signaling pathways, medicinal chemistry and drug discovery, toxicology, and modern biochemical techniques.

Prerequisite: CHEM 3570.

## CHEM 3900-Senior Seminar in Chemistry - 1 credit

## Fall Semester

This course design is to further foster the development of knowledge and skills used by professional scientists and engage in career preparation activities for Science Majors. The main goal is the production and delivery of professional quality oral presentations on current research. Extensive analysis of primary scientific literature is central to this course as it provides practical experience in developing the skills in oral communication used by all scientists. Students engaged in research projects also discuss their work/progress and problems that may be arising.

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## CHEM 4000 - Research Communication - 1 credit

## Fall and Spring Semesters

Consists of supervised preparation, by the student, of a written report and an oral presentation based on their independent research.

This course meets the General Education Active Learning requirement.
Prerequisite: Permission of area instructor. Signature of faculty supervisor and Department Chair required. Strongly recommended that this be taken the semester after Independent Research 4010 but may be completed concurrently.

## CHEM 4000-H - Honors Thesis - 1 credit

## Fall and Spring Semesters

This course will give students an overview of the relevant scientific literature relating to their research project with an emphasis on evaluating, analyzing and reporting their research findings. After completion of authentic-research on a question/problem, either in the field, or in a lab on campus or off campus; or in libraries/internet; students will write-up research report and give a public oral presentation to the Science Department and others. Signature of faculty supervisor and Department Chair required.

Prerequisite: Honors Research. Ideally this course will be taken in the spring semester of the student's senior year. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4000 for Honors candidates.

## CHEM 4010-Independent Research in Biochemistry and Chemistry -1-3 credits

## Fall and Spring Semesters

Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member's supervision. The student will be required to investigate literature in the field and gain understanding of the nature of the problem/question and methodology that will be used in investigation. Student will be required to do actual research in libraries or labs, onor off-campus. Signature of faculty supervisor and department chair required.

This course meets the General Education Active Learning requirement.
Prerequisite: Permission of area instructor. The project must begin no later than the fall ot the student's senior year.

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## CHEM 4010-H - Honors Independent Research - 3 credits

## Fall and Spring Semesters

Familiar with relevant research in the discipline, an ability to identify valid data and the use to data to drive decisions will be achieved through independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member's supervision. The student will be required to do authentic-research on a question/problem, either in the field, or in a lab on campus or off campus. Signature of faculty supervisor and Department Chair required. Students may not take this course more than one time for credit. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4010 for Honors candidates.

Prerequisite: Honors candidate and permission of advisor. The project must begin no later than the fall of the student's senior year.

## Criminal Justice (CJ)

## CJ 1000-Introduction to Criminal Justice Systems and the Administration of Justice - 3 credits

## Fall and Spring Semesters

Traces the history and philosophy of criminal justice system and the administration of justice, introducing the causes and patterns of crime and criminal behavior and the ways in which criminal justice institutions have responded in trying to solve these social problems; in the context of social justice and the promotion of human rights.

The course is a prerequisite for all criminal justice courses.

## CJ 1001 - Career and Academic Exploration - 1 credit

## Spring Semester

This course will equip Sociology and Justice majors with the tools to succeed in their major as well as make connections and establish relationships with faculty in the department and student support staff at the College. Students will learn about the major, major requirements, internships, and explore the connections to career readiness and career opportunities. Students will also begin to network with our faculty and upper-class students to investigate career and internship possibilities, and students will begin to develop an understanding of how academic, co-curricular and employment experiences influence

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career readiness and professional development. Focus will be on career readiness competencies essential to success in the justice professions: such as professionalism/work ethic, oral and written communication, career and self-development (interpersonal skills) and teamwork/collaboration and community building. For CJ, SOC, and TJUS majors only. (Same course as SOC 1001).

## CJ 1140-Quantitative Data Analysis for the Social Sciences - 3 credits

## Fall and Spring Semesters

This course provides students with an understanding of how social science research is conducted and how one systematically evaluates quantitative research reported in the social scientific literature. Traditional data analysis, including the topical areas of measures of central tendency and dispersion, probability, sampling distributions, and univariate and multivariate techniques for hypothesis testing are examined. Students learn how to select appropriate statistical tests and how to properly interpret results. Utilizing analysis software such as SPSS or MS Excel, students perform analysis on a variety of social science data. (Same course as SOC 1140).

## This course meets the General Education First Year Core Quantitative Literacy requirement.

Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

## CJ 2000-Criminology-3 credits

## Fall and Spring Semesters

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

Prerequisites: SOC 1000, WRIT 1400 and WRIT 1500.

## CJ 2018 - Ethics and the Criminal Justice System - 3 credits

## Offered periodically within a three-year academic cycle

This course will focus on personal, organizational and institutional ethics within the three major components of the American criminal justice system: law enforcement, the courts, and the correctional system. It will explore the importance of ethical criminal justice

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decisions, policies and practices to justice, equality, and public trust and confidence in U.S. justice systems. The decisions of law enforcement, criminalist/forensic science, prosecution, defense, courts and institutional and community correction professionals, and practitioners will be analyzed and evaluated using ethical decision-making skills and models. Topics of authority, power, discretion, use of force, human dignity, punishment, public safety versus individual rights, deception, and noble cause corruption will be examined, particularly when professional standards of conduct, agency culture, and societal norms clash. Using case scenarios, the importance of integrity, professional standards and ethics, and law in resolving ethical challenges one may face as a criminal justice professional will be discussed.

Prerequisite: CJ 1000.

## CJ 2020 - Criminal Law - 3 credits

## Spring Semester

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

Prerequisite: CJ 1000.

## CJ 2030-Criminal Procedure - 3 credits

## Fall Semester

This course will examine how the justice system processes criminal cases, paying special attention to the balance between public order and individual rights. It will explore the origins and sources of criminal procedural rights through precedential case law, paying particular attention to the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments in the Bill of Rights, as well as issues of habeas corpus. It will focus on both law enforcement and the courts as they relate to state powers of arrest, interrogation, pre-trial and trial procedures, and review the appellate process.

Prerequisite: CJ 1000.

## CJ 2040 - Police Investigations - 3 credits

Offered periodically within a three-year academic cycle

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This course will provide an in-depth examination of the investigative techniques and cases encountered by public law enforcement officers, government prosecutors, defense attorneys and private investigators. Students will be trained in the principles and methods of investigations. They will learn valuable skills including witness and suspect identification, interviewing, interrogation techniques. The course will also review interrogation theory, and critique interviewing and interrogation techniques used historically and today.

Prerequisite: CJ 1000.

## CJ 2100 - Corrections - 3 credits

## Fall and Spring Semesters

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

Prerequisite: CJ 1000.

## CJ 2110-Community Corrections: Probation, Parole, and Intermediate Sanctions - 3 credits

## Offered periodically within a three-year academic cycle

This course explores the development of probation, parole and other types of community corrections (diversion, pre-trial release and a range of intermediate sanctions) as alternatives to incarceration. We will examine and evaluate the people, systems, practices, policies and problems of community corrections at the local, state and federal levels. Racial and ethnic disparities in diversion, pretrial release and sentencing decisions will be identified. Challenges to community re-entry, supervision, treatment and rehabilitation of people under correctional supervision will be discussed. Current research and evidencebased practices in sentencing, presentence investigations, use of risk-needs instruments to predict recidivism for probationers and parolees and determining the terms and conditions of community corrections supervision will be analyzed. The effectiveness of community corrections will be discussed and critically evaluated.

Prerequisite: CJ 1000.

## CJ 2120 - Restorative Justice: Community and Incarceration - 3 credits

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## Every Year

In this course students will explore how social justice is framed in prison settings in the United States and around the world. Students will explore the limitations of the Western legal system and look at alternatives like restorative justice practices. Students will focus on various meanings of social justice and the systemic contradictions within the criminal justice system that are mandated to punish and rehabilitate. The course will also focus on the moral dilemmas and contradictions that arise when exploring issues of racism, immigration policy, Native American history and incarceration. (Same course as SOC 2120).

## CJ 2125-Resiliency Rising: Restorative Justice, Trauma, Healing and Resilience - 3 credits

This course will explore the trauma field within a restorative justice context including an alternative way to address violence and heal trauma that is driven by relationships not systems. Current trauma theories along with materials that build resilience will be explored. Students will examine how healing past and present traumas, building resiliency leads to more healed communities. Students will explore a process that is grounded in the reality that harm, trauma, violence, happen on the interpersonal familial, community based and structural/institutional levels. Structural causes and conditions that create harm and give rise to interpersonal harms/traumas will be examined. This course will be facilitated through an interdisciplinary framework which combines the head and heart with the aim of cultivating care, concern and compassion toward those impacted by harm, violence, trauma. Students will also develop skills that will allow them to more skillfully deal with the destructive effects brought on by trauma exposure. (Same course as SOC 2125).

## CJ 2160 - Urban Life: Culture and Change - 3 credits

## Offered periodically within a three-year academic cycle

An analysis of urban social systems with a focus on life-styles and change in contemporary American society. The course will center on ethnicity and ethnic groups, using cross-cultural case studies, data on immigrants, and life-styles and family framework. Emphasis will be placed on strategies groups employ to manage and effect political and economic change in an urban ethnic setting. (Same course as SOC 2160).

## This course meets the General Education Diversity requirement.

## CJ 2175 - Immigration and the US Justice System - 3 credits

## Alternate Spring Semesters

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Explores the US immigration system, including past and current legislation, migrant admission categories and the visa system, as well as the role of the Department of Homeland Security in immigration processes. The course will utilize sociological perspectives to examine why people migrate, types of immigrants, and their experiences in that process. The relationship between stereotypes about immigration and crime will be critically examined. Immigration systems in other countries will be contrasted with the US system, including the global impact of out-migration. (Same course as SOC 2175).

The course meets the General Education International/Global Interdependence requirement.

Prerequisite: CJ1000 or SOC 1000.

## CJ 2190-Transnational Crime and Corruption - 3 credits

## Offered periodically within a three-year academic cycle

The engine powering the global economy produces winners and losers, and the winners are not always the 'good-guys.' Conservative estimates place the global drug trade at 2-3 percent of total world GDP. To put this in perspective, there are only seven national economies that hold a higher percentage of global GDP. This course will explore the deviant, darker side of globalization forces, where political, economic, and social life intersects with the transnational crime and corruption. Specifically, students will explore the causes and consequences of the rise of criminal states in the post-Cold War international system, its implications for countering illicit trade and transnational crime and corruption, and the impact on the U.S. criminal justice system at the Federal, state, and local levels.

This course meets the General Education International/Global Interdependence requirement.

Prerequisite: Sophomore standing.

## CJ 2200-Criminology Goes to the Movies - 3 credits

## Offered periodically within a three-year academic cycle

This course will examine the history and application of criminological theory through the portrayal of criminal behavior in film. Students will use readings and weekly viewing assignments to reveal how academic and popular explanations of crime have evolved over the past century. Classic films as well as more current fare will be used in this examination. Special attention will be paid to the reflexive nature of popular films as they are both

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influenced by and influence public opinion surrounding the causes of criminal behavior. Finally, the course will address how these explanations vary based on race, gender, and the socioeconomic status of those being portrayed.

## CJ 2204 - Court Processes and Alternative Pathways to Justice - 3 credits

## Offered periodically within a three-year academic cycle

A study of the role of courts in the criminal justice system and the administration of justice, including court structure, principles and procedures.Emphasis will be placed on the disparate impact of criminal justice involvement on marginalized and diverse populations, and the alternatives to resolving conflictsand achieving justiceboth inside and outside criminal courts. This course will cover the role of judicial actors, including the prosecutor, judge, defense counsel and supporting professionals, as well as the jury, the defendant, and victims. Alternative pathways to achieving justicewill be investigated, includingnon-retributive-focused sentencing policies,restorative justice models, diversionary programs, and specialty courts (problem solving and treatment courts). Access to justice for victims of crime and communities impacted by crime willbe exploredand evaluated in the context of both criminal and civil remedies.The course willcompare and contrastthe standards, goals and practices in civil and criminal cases.Finally, the course will focus on the promise versus reality of equal justiceunder lawand the role of courts in re-imagining a more just, equitable and inclusive criminal justice system and society.

Prerequisite: CJ 1000.

## CJ 2212 - Policing - 3 credits

## Fall and Spring Semesters

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

Prerequisite: CJ 1000.

CJ 2215 - Law Enforcement Bystander Preparation, Ethics, and Wellness - 1 credit

## Fall Semester

## Curry College

This is an intensive, engaging, 1 credit course designed to prepare students who are interested in pursuing law enforcement on three highly relevant themes related to policing today: ethics, wellness, and prevention of police force through bystander engagement. This course centralizes the importance of police working with the community, and will help to prepare students to understand police culture. This course will be highly interactive through the use of role plays, case studies, and working through scenarios. Focus will be on students building and improving their own communication skills to help prepare them for eventual authentic community and active bystander engagement. This course will introduce and reinforce the importance of bystander intervention in preventing police abuse, inspired by other active bystander trainings for active police officers. The course is a complement to more classroom-based curricula, and builds upon the foundational curriculum in CJ 2212 Policing, which covers the history of policing in detail.

Prerequisites: CJ 1000, CJ 2212.

CJ 2340 - Developing a Foundation for Success: Wellness, Internships and Employment 3 credits

## Fall and Spring Semesters

This course is about you-your interests, values, personal qualities, and work interests/workstyle-and the skills and experiences you want to develop to achieve your academic and career goals. You will use internship search strategies, evaluate internship opportunities of interest to you, and go through a mock internship application process by creating a professional resume, cover letter, and reference list. You will complete a career interest assessment, explore, and assess career options, and engage in career research and analysis of required skills, experience, career pathways, occupational outlook and earnings estimates to shape your career goals and plans. This course may not be used to fulfill requirements for the SOC or CJ minor. (Same course as SOC 2340).

This course is a prerequisite requirement in order to complete a for-credit SOC/C) Internship.

## CJ 2350 - Human Diversity in Criminal Justice - 3 credits

## Fall and Spring Semesters

Examines how cultural and individual human differences intersect with the criminal justice system. The course will explore the interaction of the criminal justice system with issues of race, gender, age, socio-economic status, sexual orientation, physical and mental disabilities, culture, religion, and other human differences. The focus will be on how human differences impact all people within the criminal justice system, including victims,

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offenders, and service providers and how the criminal justice system responds to and/or should respond to human differences, with an emphasis on providing positive solutions and social justice. (Same course as SOC 2350).

This course meets the General Education Diversity requirement.
Prerequisite: CJ1000 or SOC 1000.

## CJ 2402 - Domestic Violence: Family and Intimate Partner Violence - 3 credits

## Offered periodically within a three-year academic cycle

Examines the problem of domestic violence from the In this course, students will investigate domestic violence, which includes the scope, nature, and consequences of family violence for individuals and society. Various types of child maltreatment, sibling and elder abuse, intrafamilial homicide, and intimate partner violence will be explored. Students will assess theories of aggression, conflict, and control, and analyze how gender and sexuality, power, and privilege affect family violence. The course will also include discussions of how these crimes are understood and investigated by law enforcement. Students will evaluate social policies for intervention and prevention strategies. (Same course as SOC 2402).

## CJ 2450 - White Collar Crime - 3 credits

## Offered periodically within a three-year academic cycle

This course introduces students to white collar crime and potential careers involved in the investigation of white-collar crimes. Students will engage in a rigorous theoretical examination of the causal factors and economic impacts of white-collar crime as well as major theoretical explanations for the occurrence of these crimes. Focal areas include embezzlement, mail and wire fraud, money laundering, bribery, illegal gratuity, and corruption. Students will also explore the history and current application of RICO. Further, the course will introduce cyber-crimes and related Internet offenses. The course material will include discussion of noteworthy, high-profile white-collar crime cases.

Not available to students who have completed CJ 2400.

## CJ 2505-Environmental Law, Crime \& Justice - 3 Credits

This course provides an examination and analysis of important federal environmental regulations, including the National Environmental Policy Act, the Clean Air Act and Clean Water Act, Resource Conservation and Recovery Act, and Superfund. The course will explore issues in environmental law and climate change, with a focus on domestic policy efforts to

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reduce carbon emissions. It examines issues of unequal protection across race, ethnicity and class in various contexts, including air and water pollution, siting of toxic and hazardous waste, and other locally unwanted land uses (LULUs). Students will be asked to reflect how different policies reflect different value choices and how the law may be used as an instrument of social change used to redress environmental injustice. (Same course as SOC 2505).

## This course meets the General Education Diversity requirement.

## CJ 2510 - Introduction to Cybercrime - 3 credits

## Offered periodically within a three-year academic cycle

This course will introduce students to the ever evolving and rapidly growing field of cybercrime and will review the challenges faced by society and law enforcement in responding to and investigating and prosecuting cybercrime. The course will focus on the types and extent of cybercrimes, how the justice system responds to these crimes, laws and policies that govern cybercrime reporting, investigation and prosecution, and related technologies. Students will be introduced to investigative practices and will learn the proper steps for identifying, collecting, and analyzing digital evidence as part of a criminal investigation.

## CJ 2530 - Cyberlaw - 3 credits

## Offered periodically within a three-year academic cycle

This course explores the effect of the internet on the law, and of the law on the internet. We will examine how network technologies can disrupt existing forms of power, laws, markets and social norms in unexpected ways, creating new centers of norms and power. The course will examine how technology brings chaos as well as unexpected order. Specific topics to be discussed and examined include online jurisdiction, cyber-speech, trolling and bullying, privacy and anonymity, defamation, online intellectual property disputes, service provider liability, social networks, cyber security, cyber war, cybercrime and net neutrality.

## CJ 2600 - Methods in Social Research - 3 credits

## Fall and Spring Semesters

This course will critically examine qualitative and quantitative research methods used by social scientists to study the social world. The ways in which social scientists study societies and social issues are carefully examined. This course will challenge students to think more

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critically about the science of research methods and to become critical thinkers and examiners of data about social life. (Same course as SOC 2600).

Prerequisite: CJ/SOC 1140 or MATH 1150.

## CJ 2610 - Forensic Psychology and the Law - 3 credits

## Offered periodically within a three-year academic cycle

This course focuses broadly on the relationship between psychology and the legal system, with an emphasis on how behavioral science research and the practice of psychology are utilized in criminal justice settings. This course includes an array of topics such as criminal investigation, evidence and expert testimony in the courtroom, trial and punishment, and correctional assessment and treatment. The class examines inherent differences between how lawyers and psychologists approach legal issues; the field of forensic psychology and the role these professionals have in the justice system; and what behavioral science research can tell us about the criminal justice system (police, courts, and corrections) and other institutions involved in social control. This class also incorporates discussion of the importance of diversity and use of ethical practices.

Prerequisite: CJ 1000.

## CJ 2620-Digital Forensics \& Investigations-3 credits

## Offered periodically within a three-year academic cycle

This course will introduce students to the latest digital forensics' methods being used by investigators to identify, preserve, and extract electronic evidence, retrieve data, prepare crime reports and present information in courts. Techniques and tools used to build and solve cybercrime cases are presented and analyzed. Students will explore case studies to become familiar with cybercrime scene investigation strategies. The course will culminate with hands on cyber investigation simulation.

## CJ 2697-Terrorism and Homeland Security - 3 credits

## Offered periodically within a three-year academic cycle

Terrorism incorporates many of the current issues in criminal justice, including but not limited to criminal definitions and origins, public safety versus individual liberties, limitations on governmental responses through the rule of law, the application of the death penalty, racial profiling, cooperation amongst domestic and foreign law enforcement agencies, and transnational crime. This course provides an overview of terrorism as it relates

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to the history, origins, ideologies, goals, dynamics, and strategies/tactics of terrorist groups and individuals, as well as government responses to terrorism, both at the domestic (federal, state, and local) and international level. The structure and dynamics of terrorism and counterterrorism are explored through the rule of law. Students are required to demonstrate their ability to research a combined terrorist/criminal justice problem, profile, or scenario and argue for an effective counterterrorism policy.

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

## CJ 3008-Seminar: Selected Topics in Criminal Justice - 3 credits

## Offered periodically within a three-year academic cycle

Selected criminal justice and justice administration themes will be explored in a seminar format.

Prerequisite: Any 2000-level Criminal Justice course.

## CJ 3205 - Law and Society - 3 credits

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

Prerequisite: Any 2000-level Criminal Justice course.

## CJ 3212 - Community Policing: Case Studies and Problems Solving - 3 credits

## Offered periodically within a three-year academic cycle

Advanced level course designed to develop and apply problem solving skills and processes to specific community problems, such as drug trafficking and youth violence, and consider quality of life issues in various settings. Case studies will evaluate existing community policing strategies and suggest new models of intervention.

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

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## CJ 3300 - Justice and Human Rights Advocacy - 3 credits

## Fall and Spring Semesters

Explores victimization and human rights violations globally and considers the strategies of human rights advocacy. The course also will focus on the role of victims/survivors, justice officials, and human rights advocates, as they respond to such atrocities as genocide and human trafficking, and attempt to mitigate these problems and promote social justice and human rights. Students will explore retributive, rehabilitative, deterrence-based, and restorative models of justice and consider each from an ethical perspective, in particular how each incorporates or affects the role of the survivor. Alternative resolution models, such as arbitration and mediation, will be examined.

## Prerequisite: Junior Standing and CJ/SOC 2350.

## CJ 3301 - Youth, Crime and Justice - 3 credits

## Offered periodically within a three-year academic cycle

This course will present the origins, philosophies and evolution of the juvenile justice system in the U.S. Students will evaluate various theories of youth involvement in delinquent behaviors, status offenses and life-course criminal behavior with an emphasis on their experiences with the cultural and social environment. Individual, familial, and social influences on youth experiences in the justice system will be investigated. Students will examine how behaviors come to be labelled deviant/delinquent, compare and contrast the juvenile and adult justice systems, examine contemporary Supreme Court decisions regarding the juvenile justice system, discuss issues of youth waivers to the adult justice system and legal safeguards for the protection of juvenile rights in the system. An analysis of the spectrum of treatment and intervention strategies for court involved youth will include incarceration, community service, probation, alternative sentences and restorative justice.

Prerequisite: CJ 1000.

## CJ 3305 - Wrongful Convictions - 3 credits

According to the National Registry of Exonerations, there are more than 2400 recorded exonerations with over 22,000 years lost and an unknown number of individuals who remain in prison for crimes they did not commit. The objectives of this course include: understanding the various causes of wrongful convictions including: false confessions, ineffective assistance of counsel, unreliable witness identifications, junk science, and public corruption; understanding current law and criminological research on wrongful convictions; and applying that law and research to real life wrongful conviction stories.

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Prerequisite: CJ 1000.

CJ 3404 - Sociology of Violence - 3 credits

## Every Year

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

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

## CJ 3450-Criminal Justice Experiential Learning (Internships) - 3 credits

Requires students to work weekly in field placement and to participate in a seminar or conferences with faculty supervisor. Field experience sites are selected jointly by the student and instructor. This course meets the General Education Active Learning requirement.

## Corequisite: CJ 3450SM.

Prerequisites: Completion of CJISOC 2340 with a grade of C- or better; A 2.5 cumulative academic average; And, no outstanding "Incomplete" in a previous field placement.

## CJ 3450SM - Criminal Justice Internship Seminar - 0 credits

This course is required for all students doing an internship in Criminal Justice settings and must be taken during the semester of the internship. Students must arrange an internship with the guidance of the Sociology and Criminal Justice Internship Coordinator. In addition to spending time each week in the field supervised by placement personnel and the faculty member/ course instructor students will integrate that learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.

Corequisite: CJ3450.

## CJ 3640-Deviance and Social Control-3 credits

Offered periodically within a three-year academic cycle

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Examines people's behaviors and attributes that others come to believe are deviant. Reviews sociological theories that account for deviance. Explores different forms of social control that define and aim to prevent and inhibit deviance. Analyzes deviance as both a violation of social norms and a possible prelude to social change. The importance of deviance and social control theory to crime and criminal justice will be reviewed. Race, gender, and social class will be considered as factors that influence people's perceptions of people as deviant and how those people are treated. (Same course as SOC 3640).

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

## CJ 3670 - Hate Crimes and Hate Groups - 3 credits

## Offered periodically within a three-year academic cycle

This course examines the etiology of bias motivated crimes, characteristics and the social ecology that nurtures its existence and persistence. In addition, the course will discuss: various sociological and criminological theories in an attempt to understand the etiology of the violent behavior, its consequences on individual, groups and community; the evolution of bias crime laws and policy in the United States; and the social justice aspect of the topic.

Prerequisite: Any 2000-level Criminal Justice course.

## CJ 3900 - Capstone Seminar: Criminal Justice - 3 credits

## Fall and Spring Semesters

The Capstone Seminar in Criminal Justice reviews the major theories and some of the current theoretical controversies with the goal of integrating theory, research, practice, and social policy analysis. Students are expected to demonstrate their competence by articulating criminal justice theory, comprehending the various methods used in generating and analyzing criminal justice data, and applying this knowledge to criminal justice policy through various written assignments. The course will also help the student prepare for their own professional journey post-graduation, whether that be transitioning to work in the field, professional advancement, and/or pursuing graduate school.

Prerequisites: CJ 2600, 21 credits of 2000 or 3000 -level CJ courses and Senior standing.

## CJ 3901 - College to Career Transition - 1 credit

College to Career Transition is focused on preparing you for what's next-entering your professional career and/or graduate/professional school. You will engage with career development and career readiness best practices, coaching, and self-reflection to better

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understand, communicate and execute your career goals. This is a hands-on class where you learn by doing inside and outside of class. Our journey will focus on your career development, goals and plans starting with career interest and career finder research and analysis. You have the opportunity to practice, make mistakes, ask questions and prepare for a successful job search by understanding the career search process from start to finish, including preparing for a successful job search using job search tools and strategies, networking, applications, customized resume and cover letter, pre-employment requirements such as background checks and interviewing. This course is intended for students in the fall of the final year. (Same course as SOC 3901).

Prerequisite: CJ/SOC 2340.

## CJ 3905 - Honors Research Proposal-3 credits

## Spring Semester

In this course students will work on independent Honors projects. Students seeking to achieve departmental honors will work with a faculty mentor in the literature review and development of a research proposal. The proposal will be the basis for the honors study completed in SOC/CJ 3910 the subsequent semester. This is an individually negotiated course requiring faculty approval prior to enrollment. (Same course as SOC 3905).

Prerequisites: B+ in CJ/SOC 2600, 3.3 GPA, second semester Junior or rising Senior standing.

## CJ 3910 - Honors Research - 3 credits

## Fall Semester

This is the second course in the two-course sequence for students seeking to achieve departmental honors. Students will work with a faculty mentor to implement the research protocol developed in SOC/CJ 3905 Honors Research Proposal. Students will collect and analyze data and prepare findings for dissemination. This is an individually negotiated course requiring faculty approval prior to enrollment. (Same course as SOC 3910).

## This course meets the General Education Active Learning requirement.

Prerequisites: CJ/SOC 3905, 3.3 GPA, and rising Senior or Senior standing.

## Communication (COM)

## COM 1010 - Fundamentals of Communication - 3 credits

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## Fall and Spring Semesters

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

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

## COM 1030-Career Speech: Voice \& Articulation - 3 credits

## Fall and Spring Semesters

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

## COM 1300 - Introduction to Mass Communication-3 credits

## Fall and Spring Semesters

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

## COM 1410-Acting I-3 credits

## Fall and Spring Semesters

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

This course meets the General Education Arts Breadth requirement.

## COM 1510 - Beginning Radio Practicum - 1 credit

## Fall and Spring Semesters

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

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## Fall and Spring Semesters

Discusses the history of radio and television in the United States, including FCC regulations, impact on society, current trends and themes in programming and advertising.

## COM 2010 - Public Speaking - 3 credits

## Fall and Spring Semesters

An introductory course in public speaking. Chief emphasis is placed upon the delivery of carefully prepared speeches and major attention is given to collection of materials, style, audience analysis, and outlining.

## COM 2020 - Intercultural Communication-3 credits

## Spring Semester

This course will emphasize what happens when members of different cultures interact face-to-face, either casually or in organizational settings. It will focus on the communication behaviors and values common to all cultures and on the differences that divide people. Students will learn to overcome intercultural communication problems by learning how to understand and respect these cultural differences.

This course meets the General Education International/Global Interdependence requirement or the General Education Diversity requirement.

Prerequisite: COM 1010.

## COM 2030-Oral Interpretation-3 credits

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

This course meets the General Education Arts Breadth requirement.

COM 2050-Announcing for Podcast \& Broadcast - 3 credits

## Alternate Spring Semesters

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Addresses the various techniques employed by radio announcers through practical application. Emphasis is on methodology, pacing, voice dynamics, breathing, pronunciation, inflection, and the development of voice techniques.

## COM 2060 - Radio/TV Sports Broadcasting - 3 credits

## Alternate Spring Semesters

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

## COM 2100-Managerial Communication-3 credits

## Fall and Spring Semesters

Students will be introduced to the theoretical and practical principles of organizational structure, culture and management in relationship to all aspects of communication skills. Students will explore various organizations and will participate in managerial case studies virtually and face to face. Students will be introduced to motivational concepts and communication skills necessary to become more effective managers and leaders. Students will manage and be managed by peers for individual, team, and class assignments.

Prerequisite: COM 1010 or sophomore standing.

## COM 2112 - Conflict Management - 3 credits

## Alternate Years

Understanding the basic concepts involved in the management of conflict situations, such as understanding attitudes about conflict and message patterns in conflict interactions, and exploring a variety of methods designed for effective conflict management in interpersonal and organizational contexts.

Prerequisite: COM 1010.

## COM 2120-Rhetorical Criticism-3 credits

Offered periodically within a three-year academic cycle

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

## COM 2130-Nonverbal Communication-3 credits

## Alternate Years

This course will help the student develop an awareness of how nonverbal cues are used in both the sending and receiving of communication messages. Students will examine nonverbal topics such as physical appearance, movement, gestures, artifacts, facial expressions, eye contact, vocal cues, time and touch.

Prerequisite: COM 1010.

## COM 2140 - Social Media Communication-3 credits

## Alternate Fall Semesters

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

Prerequisite: WRIT 1400.

## COM 2150 - Health Communication - 3 credits

## Offered periodically within a three-year academic cycle

Effective communication plays a key role in every aspect of the health care delivery process. This introductory course explores the communication needs of health care and health promotion and examines current issues and problems in the modern health care system. It identifies strategies and tactics that health care communicators, health care providers, and others employed in health care or related fields can use to improve communications with patients, families, other health professionals, the media, and the general public.

Prerequisite: COM 1010.

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## COM 2180-Leadership Communication - 3 credits

## Spring Semester

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

Prerequisite: COM 1010.

## COM 2200 - Writing for Broadcast Media - 3 credits

## Every Other Year

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

## COM 2210 - Writing for Media Platforms - 3 credits

## Fall Semester

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

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

## COM 2220 - Screenwriting for Film and Television-3 credits

## Alternate Fall Semesters

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

## Curry College

Prerequisite: COM 1010.

## COM 2230 - Writing for Communication - 3 credits

## Fall and Spring Semesters

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

Prerequisite: WRIT 1500.

## COM 2290-Media Literacy-3 credits

## Fall and Spring Semesters

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

Prerequisites: COM 1010 and COM 1300.

## COM 2320 - Effective Listening - 3 credits

## Alternate Fall Semesters

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

Prerequisite: COM 1010.

COM 2330 - Communication in Relationships - 3 credits
Offered periodically within a three-year academic cycle

## Curry College

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

Prerequisite: COM 1010.

## COM 2340-Observational Internship - 1-4 credits

## Fall and Spring Semesters

Includes initial placement for field experience in communication and will be primarily observational; contract, journal, and critical paper required.

Prerequisites: appropriate cumulative average, and permission of internship liaison and instructor.

## COM 2390 - Writing About Sports - 3 credits

## Fall and Spring Semesters

Provides the skills and practice in writing sports journalism.
This course meets the General Education Reading/Writing Enhancement requirement.
Prerequisites: WRIT 1400 and WRIT 1500.

## COM 2400-Dramatic Literature-3 credits

## Spring Semester

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

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

## COM 2410-Acting II-3 credits

Alternate Fall Semesters

## Curry College

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

Prerequisite: COM 1410.

## COM 2450-Stagecraft Concepts - 3 credits

## Alternate Spring Semesters

A behind-the-scenes experience of what goes into the components of production beyond performance, with an overview of the many aspects of theatre as they have evolved to this day.

## COM 2460-Healthcare Acting: Acting the Patient Role-3 credits

## Fall Semester

In this course, students will learn how to perform as simulated participants (patients, families, health care workers, etc.). Students learn to give objective feedback in standardized, real-life healthcare scenarios that assess and train hands-on nursing skills and interpersonal communication skills of health care providers. Students practice basic acting skills, improvisational exercises, recognition of basic nonverbal signals, and working with simulation technology. A focus will be on maintaining a safe learning environment for both the simulated participants and the student nurse learners. Both active learning classroom activities and practicum activities in the School of Nursing Simulation Center are a core part of the curriculum.

## COM 2471 - Theatre Practicum: Main Stage - 1 credit

## Fall and Spring Semesters

Rehearse and perform comedies, drama and musicals on the Main Stage.

## COM 2472 - Theatre Practicum: The One Acts - 1 credit

## Fall and Spring Semesters

Acting, directing or scripting short One-Acts, to be performed in the Black Box Theatre.

## COM 2473 - Theatre Practicum: Improv-1 credit

[^2]
## Curry College

Join Curry Theatre's Improv group; Absolut® Improv. Audition for the Black Box Improv team. Develop and refine improvisation skills through theatre games and long and shortform improvisation exercises.

## COM 2474 - Playbill Editor - 3 credits

## Fall and Spring Semesters

A studio in playbill editing, this course introduces the student to the making of a Playbill, from first mock-up to final presentation of the playbills on Opening Night of the pertinent Theatre production. Through regularly scheduled once or twice weekly meetings with the instructor, and ongoing email submissions of the work-in-progress, the student will learn how to produce an actual playbill. Students will acquire several copies of the printed playbill for inclusion in their professional portfolios.

Prerequisites: WRIT 1400, COM 2471/2472 and signature of the instructor.

## COM 2475 - Stage Crew - 2 credits

## Fall and Spring Semesters

Participation in the mounting of a college theatre production, this course affords the student the opportunity to develop some of the skills and teamwork that are part of the theatrical process, through practical hands-on application. Opportunities include stage lighting, sound, painting, building, costumes, makeup, props, etc.

This course meets the General Education Active Learning requirement.

## COM 2476 - Scriptwriting - 3 credits

## Fall and Spring Semesters

Employing effective approaches to comic and dramatic dialogue students will explore some of the basic components of writing for the stage, including format, treatment and storyline, learning to distinguish between the spoken and the unspoken. Scenes and short one-acts will be presented live, during Finale, at the end of the semester.

This course meets the General Education Arts Breadth requirement and the Reading/ Writing Enhancement requirement.

Prerequisites: WRIT 1400 and WRIT 1500.

COM 2492 - Introduction to Film: The History of Film - 3 credits

## Curry College

## Fall Semester

An introductory course in film, as an art form and an industry. Through the screening and analysis of several films, students will be introduced to various genres (film noir, the western, the gangster film, documentary, suspense, the musical, etc.). The major focus of the course will be the history and development of film from 1895 to the present, especially in the United States, and significant advances in film technology.

This course meets the General Education Humanities Breadth requirement and the Information Literacy Enhancement requirement.

## COM 2493 - Introduction to Film: Art and Form - 3 credits

## Spring Semester

An introductory course in film aesthetics and theory. Films will be analyzed in terms of narrative structure and mise-en-scene (cinematography, sets and costumes, performance). The course will focus on the ways that film communicates, examining form and function, technology, film criticism, and examples of significant genres and directors - especially those of the 1950s through the 2000s. Six to eight American and international films will be screened.

This course meets the General Education Humanities Breadth requirement and the Information Literacy Enhancement requirement.

## COM 2496-Italian Cinema-3 credits

## Spring Semester

This course will examine the artistic, historical, and cultural themes of Italian cinema from neo-realism to the present. It focuses on film as a vehicle of communication through which themes in Italian culture are explored. Taught in English. All films have English subtitles. (Same course as ITAL 2496).

This course meets the General Education International/Global Interdependence requirement.

Prerequisite: Sophomore standing or permission of instructor.

## COM 2498 - Film Criticism - 3 credits

Alternate Years

## Curry College

Surveys representative examples of various styles and genres of motion pictures to enable students to recognize and evaluate the creative processes and criticism that are unique to film. (Same course as SA 2498).

This course meets the General Education Humanities Breadth requirement and the Reading/Writing Enhancement requirement.

Prerequisites: WRIT 1400 and WRIT 1500.

## COM 2501 - Currier Times Practicum I - 1 credit

## Fall and Spring Semesters

A course in which students write, edit and produce editorial content - including textual stories, blogs, and audio, video and photojournalism - for the student media publications curriertimes.net and The Currier Times. Students author news articles, features, and personal columns, on topics ranging from campus living, sports, fashion, politics, food, music and more. Students are required to attend weekly news meetings.

Prerequisite: COM 1010.

## COM 2510 - Intermediate Radio Practicum - 1 credit

## Fall and Spring Semesters

Continuation of COM 1510 at an intermediate level. Fee.
Prerequisite: First semester sophomore standing.

## COM 2530 - Intermediate Radio Practicum - 1 credit

Fall and Spring Semesters
Continuation of COM 2520. Fee.
Prerequisite: First semester junior standing.

## COM 2560 - WMLN-FM Director/ Assistant Director - 2 credits

## Fall and Spring Semesters

Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time. Fee.

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## Prerequisite: Permission of the Director of Radio.

## COM 2570 - WMLN-FM Director/ Assistant Director - 2 credits

## Fall and Spring Semesters

Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time. Fee.

Prerequisites: COM 2560 and permission of the Director of Radio.

## COM 2580 - WMLN-FM Director/ Assistant Director - 2 credits

## Fall and Spring Semesters

Open only to students appointed to the position of director or assistant director at WMLN-FM. Students may not enroll in practica at the same time. Fee.

Prerequisites: COM 2570 and permission of the Director of Radio.

## COM 2590 - WMLN-FM Director/ Assistant Director - 2 credits

## Fall and Spring Semesters

Open only to students appointed to the position of director or assistant director of WMLN-FM. Students may not enroll in practica at the same time. Fee.

Prerequisites: COM 2580 and permission of the Director of Radio.

## COM 2620 - Broadcast Sales and Marketing Research - 3 credits

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

COM 2640 - Video Games: A Cultural History - 3 credits

## Alternate Fall Semesters

This course introduces students to a cultural history of video games. We begin by

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considering the idea of "a game" in human cultures over time. We'll investigate how games function as "texts" that tell us something about the cultures in which they are produced, as well as the cultures within which they are primarily consumed. The course offers students a critical reading of the socio-cultural and political functions of video games, with a special focus on their constitutive role in the North American context.

## COM 2641 - Introduction to Games - 3 credits

## Alternate Spring Semesters

In this course, students learn the core principles of games and examine many varieties of play. Each week, they will critically play and debate influential digital and non-digital games, while working to understand how rules, play, and culture create an experience. They will consider the aesthetics of the game and the game world, as well as the impact that narrative, character, players, visuals, plot and music all contribute to the game.

Assignments include Critical Analyses (video and written).

## COM 2650-Game Design-3 credits

## Spring Semester

Students learn how to design intersecting game levels and mechanics, considering how a level's aesthetics, rules, characters, events, and narratives interact with each other to create a world. Students craft multiple paper or digital prototypes using an iterative design paradigm and execute playtests with a group of collaborating students multiple times over the course of the semester. Assignments include multiple iterations on Prototypes and (executed and analyzed) Playtest Designs.

## COM 2655-Gaming Industries - 3 credits

## Alternate Fall Semesters

In this course, students will study the current state of the gaming industry, learning about the different careers in gaming as well as labor issues like crunch and unionization. Depending on schedule availability, the course will be highlighted by class visits from industry professionals in and around the Boston area.

Assignments include an Industry Report and Informational Interview.

## COM 2700 - The Business of Hollywood - 3 credits

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## Alternate Fall Semesters

This course introduces students to the personnel and business strategies that make up the Hollywood movie and television industry. Through case studies, guest speakers, and discussion students will learn the basic skills necessary to write pitches, produce sitcoms and movies, and compete in the Los Angeles, New York, and Boston-area production markets.

Prerequisite: COM 1010 or permission of instructor.

## COM 2740-Television Producing and Production-3 credits

## Fall and Spring Semesters

Students are introduced to the basic theories of television production while practicing production skills in the television studio. Students will produce, script, and serve as crew members on talk show programming that will air on CC8.

This course meets the General Education Arts Breadth requirement.
Prerequisite: COM 1010 or permission of instructor.

## COM 2748 - The Business of Sports Production-3 credits

## Offered periodically within a three-year academic cycle

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

## COM 2760 - Video Storytelling - 3 credits

## Fall and Spring Semesters

Students will learn the basics of single camera production and post-production. Projects will include movie-style camera techniques, continuity, and news/documentary-style scripting, shooting, and editing with HD and 3D camera gear.

Pre- or Co-requisite: COM 2761, or permission of instructor

## COM 2761 - Digital Video Editing - 3 credits

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## Fall and Spring Semesters

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

## COM 2762 - Digital Audio Production - 3 credits

## Alternate Years

This course introduces students to the basics of editing and manipulating audio on a computer. Using industry-standard audio software, students will work on projects including news and sports production, PSAs, and music editing. Students should have an entry-level understanding of MAC/PC operating systems and folder/file management.

Prerequisite: AC1000 or permission of instructor.

## COM 2769 - Desktop Publishing: Adobe InDesign - 3 credits

## Fall and Spring Semesters

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

Prerequisite: Any 3-credit AC course.

## COM 2770 - Digital Film Fundamentals - 3 credits

## Fall and Spring Semesters

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

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This course meets the General Education Arts Breadth requirement.

## COM 2775 - Digital Film Production II - 3 credits

## Alternate Spring Semesters

Working off of Digital Film Fundamentals as the springboard, students will continue to develop advanced film production skills in independent filmmaking and production. Working individually and in teams, students will write, produce, direct and edit short films.

Prerequisite: COM 2770 or permission of instructor.

## COM 2780-Digital Documentary and Moviemaking - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: COM 2761.

## COM 2900 - Multimedia Journalism - 3 credits

## Fall and Spring Semesters

Covers the basics of reporting and news writing. Emphasis on lead writing, interviewing, researching and preparing news stories. Discussion of libel laws and ethics. Students will also be introduced to blogging, and video/audio reporting techniques for use on the Internet.

Prerequisite: WRIT 1400 or COM 1010.

## COM 3010 - Small Group Discussion - 3 credits

## Alternate Spring Semesters

Presents and encourages the use of theory and research dealing with factors that influence the effectiveness of groups of people communicating face-to-face for a shared purpose. Included is the presentation of practical techniques for maximizing one's effectiveness in the small group setting, and one long-term group task designed to simulate the structure and working conditions of committees or task groups.

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Prerequisite: COM 1010 or permission of instructor.

## COM 3015-Advanced Public Speaking - 3 credits

## Alternate Spring Semesters

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

Prerequisite: COM 2010 or permission of instructor.

## COM 3040-Persuasion-3 credits

## Fall Semester

Applies and investigates the various modes of persuasion including propaganda, mass communication, and public speaking with an emphasis on application and analysis of persuasive techniques.

Prerequisite: COM 1010 or COM 2100 or permission of instructor.

## COM 3100-Argumentation and Debate-3 credits

## Alternate Years

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

Prerequisite: COM 1010.

COM 3450-Communication Internship/ Field Experience-1-9 credits
Fall and Spring Semesters

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Provides students with "hands-on" experience working in field placement. Learning contract and reflection paper are required as well as weekly journals, seminar participation and ePortfolio items.

This course meets the General Education Active Learning requirement.
Prerequisite: Appropriate cumulative average, and signature of internship liaison. Some concentrations also require a concentration- specific course be taken prior to beginning any internship. Check with concentration coordinator for more information.

## COM 3470 - Theatre Workshop - 3 credits

## Fall and Spring Semesters

This course brings a theatre professional to the College for one semester to work with students in a particular field of specialization. May be repeated up to six times under different specializations.

## Acting for the Camera

(Prerequisite: COM 1410 or COM 1710)

## Acting Behind the Mask

(Prerequisite: COM 1410)

## Children's Theatre

(Prerequisite: COM 1410, waived for Education students)

## Improvisation

(Prerequisite: COM 1410)

## Musical Theatre

(Prerequisite: Sophomore standing)

## Stage Combat

(Prerequisite: COM 1410)

## Theatrical Design

(Prerequisite: COM 1410)

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## COM 3476-Scriptwriting II-3 credits

## Every Year

A continuation of Scriptwriting (COM 2476), this course brings original scenes and brief one acts from the printed page to staged readings, providing individual support in the creative act of scriptwriting.

Prerequisite: COM 2476 and instructor signature.

## COM 3480 - Theatre Supervisory Board - 2 credits

## Fall and Spring Semesters

Students take production responsibility in one of the following areas: publicity, box office, stage managing, stage construction and design, costumes, make-up, props, lighting, or general management. May be repeated.

Prerequisite: COM 2471/2472/2473 or permission of instructor.

COM 3490 - Directing Seminar - 3 credits

## Spring Semester

Through exercises and scene work, students learn to apply various directing techniques to the staging of scenes or brief one acts.

Prerequisite: COM 1410, or permission of director of theatre.

## COM 3506-Media Law and Ethics - 3 credits

## Alternate Spring Semesters

Examines legal and ethical issues journalists face while reporting for print, broadcast or online media organizations. Topics will include previous judicial decisions affecting current trends in newsrooms and in courtrooms.

Prerequisite: COM 1300 and any 2000-level Communication course.

## COM 3510 - Advanced Radio Practicum - 1 credit

## Fall and Spring Semesters

A continuation of COM 2540; at an advanced level. Fee.

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Prerequisite: First semester senior standing.

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

Corequisite: Registration in a radio practicum.

## COM 3545-Modern Drama-3 credits

## Fall Semester

Studies the works of twentieth and twenty-first century Dramatists (e.g. Ibsen, Strindberg, Shaw, O'Casey, O'Neill, Miller, Beckett, and others) with attention to the influence of European playwrights upon the modern theatre.

This course meets the General Education Humanities Breadth requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

## COM 3550 - Broadcast Management - 3 credits

Offered periodically within a three-year academic cycle
Studies the organization and management of radio and television stations, as well as administration, programming, technical, sales problems, and physical facilities.

Prerequisite: COM 1710 or permission of instructor.

## COM 3560 - WMLN-FM Management Supervisors - 2 credits

## Fall and Spring Semesters

Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. Fee.

Prerequisite: Permission of the Director of Radio.

COM 3570 - WMLN-FM Management Supervisors - 2 credits

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## Fall and Spring Semesters

Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. Fee.

Prerequisites: COM 3560 and permission of the Director of Radio.

## COM 3580 - WMLN-FM Management Supervisors - 2 credits

## Fall and Spring Semesters

Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. Fee.

Prerequisites: COM 3570 and permission of the Director of Radio.

## COM 3590 - WMLN-FM Management Supervisors - 2 credits

## Fall and Spring Semesters

Open only to WMLN-FM station manager, program director, and operations director. These position are appointed. Students may not enroll in practica at the same time. Fee.

Prerequisites: COM 3580 and permission of the Director of Radio.

## COM 3645 - Video Games: Theory and Analysis - 3 credits

## Alternate Fall Semesters

A critical study of games and gaming in human cultures over time, with a special focus on the modern Video Game industry. Students will explore the history and economics of gaming while also discussing and analyzing the impact and interplay of games on psyche and society alike.

Prerequisite: One course in COM at the 2000-level or above, or permission of instructor.

## COM 3650 - Media, Culture and Society - 3 credits

Offered periodically within a three-year academic cycle
This course introduces students to critical analysis of the role of mass media in modern industrial society. Students will be sensitized to the ways in which media images contribute to our everyday knowledge regarding the nature of the social world and the differing

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positions of men, women, and children in that world. Of special importance will be the development of visual literacy skills which will facilitate an aware and informed reading of symbolic representations of reality.

Prerequisite: COM 2290 or permission of instructor.

## COM 3651 - Sports and Media-3 credits

## Alternate Years

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

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

## COM 3652-Gender Communication - 3 credits

## Alternate Years

Explores ways women and men accept, reject, and negotiate their social roles through communication. It looks at commonly-held stereotypes about femininity and masculinity, shows how language reinforces these, and offers strategies for change.

## COM 3656-Death \& Games - 3 credits

This course explores a variety of recent digital and non-digital games that do something fascinating with death and post-death play. Students analyze and design games, considering questions like: How do we play when we know the end (of our bodies, our worlds, our languages) is coming? How do we play after the end has arrived, and we are somehow still here? How does an art form famous for violence depict quieter aspects of the aftermath of violence - the work of mourning and redemption? Assignments include Presentation, Reflections (video and written), and Game Design.

Prerequisite: COM 2641 and COM 2650 or COM 2655.

## COM 3752 - TV On-Air: Broadcast Reporting - 3 credits

## Alternate Semesters

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Designed for students who have taken Video Field Production, this class will explore the skills necessary to be an effective on-air talent in the field. Special emphasis will be placed on news reporting, interviewing, vocal delivery, and scriptwriting/production skills as it pertains to single-camera field production.

Prerequisite: COM 2760 or permission of the instructor.

## COM 3760 - Film Production: RED Camera - 3 credits

## Alternate Spring Semesters

This is an intensive hands-on movie production course using the industry-standard RED camera. Professional-level production techniques will be emphasized as students study the steps from prep to post-production. Students will learn film budgeting, rental procedures, and crew dynamics. Fee.

Prerequisite or Corequisites: COM 2760 or COM 2761 or COM 2780 or permission of instructor.

## COM 3768-Online Video: Producing \& Marketing - 3 credits

## Alternate Spring Semesters

Online video comprises more than $80 \%$ of what people consume on the web. In this course students will learn about the production of online video by learning marketing techniques, studying viral video successes, and producing videos designed for online marketing. Students in this course should have access to their own smartphone that shoots video, or access to another similar device that shoots video.

Prerequisite or Corequisite: COM 2760 or COM 2761 or COM 2770 or permission of instructor.

## COM 3805 - Film Topics - 3 credits

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

## Documentary Film - 3 credits

## Offered periodically within a three-year academic cycle

Documentaries were among the earliest films made, attempts to capture and preserve real life events. From Robert Flaherty's Nanook of the North to Spike Lee's The Day the Levees Broke, the documentary has played a critical role in preserving the people, places, and

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events in our society. Through screenings and discussions, this course examines the documentary genre from the late 1800's to the present, focusing on its creative, social, political, and entertainment influences.

Prerequisite: Any film course or junior standing.

## Film Directing - 3 credits

## Offered periodically within a three-year academic cycle

Students will learn basic to intermediate film directing techniques for narrative filmmaking projects. Students will shoot projects with DSLR high-definition cameras and have access to other filmmaking accessories. Lighting, audio, working with actors and scripting techniques will also be discussed.

Prerequisite: COM 2761 or permission of instructor.

## Lighting and Cinematography - 3 credits

Offered periodically within a three-year academic cycle
Students will work with film lighting to create various film effects representing drama, comedy and other cinematic scenes, while understanding lighting's impact on filmmaking and the cinematographer's position.

## COM 3902-Communication Issues Senior Seminar-3 credits

## Fall and Spring Semesters

Course will cover historic and current issues in the communications business. Students will present abstracts on a chosen topic, demonstrate competent use of electronic and traditional research techniques, and complete a major paper. This is the only required senior seminar for communication majors.

Prerequisites: Senior Standing, COM 2230 and COM 3970.

## COM 3970-Communication Theory and Research - 3 credits

## Fall and Spring Semesters

The course surveys some of the core theories and research practices that undergird the field of Human Communication. It introduces students to the concepts, terminology, methods and tools necessary to read, critique, and conduct research. Topics include the intimate relationship between theory and practice, the nature of inductive and deductive procedure,

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and key differences between social scientific and humanistic inquiry. Students encounter the notion of "informal research," which puts them in a position to consider their own role as nascent theory- builders. They then learn the core research traditions established in the field that spurred the development of the theories to be studied. Topics include the practical applications of theory, and how the communication process creates and constitutes meaning, individual and group identity, power and even culture itself. Students learn how to formulate and ask good questions and draw relatively bias-free conclusions when reading about or doing communication research. They categorize and interpret evidence, determine the reliability of data, and challenge assumptions embedded in particular theories or research.

Prerequisites: COM 2230 and COM 2290.

## COM 4050 - Independent Studio-1-8 credit

## Fall and Spring Semesters

Within the first ten days of the semester, a student of at least junior class standing contracts in writing with a faculty tutor in the communication area for a supervised individual project. A copy of any tape, film, or written work produced for the studio is deposited permanently in the office of the area coordinator before the final grade is given.

Prerequisites: Junior class standing declared communication major or minor, 2.8 cumulative average in communication, nine credits at the 2000-or 3000-level in communication, and permission of the communication area chairperson and the tutor.

## COM 4100 - Independent Reading - 1-3 credits

## Fall and Spring Semesters

Students who wish to do a reading in a special topic not covered by any course or wish to deal in depth with a specific topic may, under the guidance of a faculty member from that area, elect Independent Readings.

Prerequisites: Sophomore, junior, or senior standing, a 3.0 average in the subject area, and at least a 2.7 cumulative average.

## COM 4560 - Practical Internship - 3-12 credits

## Fall and Spring Semesters

Provides experience in the media in a specific position. Required are a contract, a journal, a critical paper, and regular meetings with the on-campus supervisor.

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Prerequisites: Appropriate cumulative average, and signature of chair (or designee).

## Creative Writing (CRW)

## CRW 2100-Reading and Writing the Short Story - 3 credits

## Fall and Spring Semesters

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

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

## CRW 2300-Creative Writing I-3 credits

## Fall Semester

Explores in theory and practice the nature, value and the techniques of prose and poetry writing.

This course meets the General Education Arts Breadth and Reading/Writing Enhancement requirements.

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

## CRW 2310 - Creative Writing II - 3 credits

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

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

## CRW 2350-Writing Poetry-3 credits

Spring Semester

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Engages students in writing poetry and includes extensive in class discussion of the students' own poems and proposed methods of revision. Experimental forms are included, as well as work in more traditional forms.

This course meets the General Education Arts Breadth and Reading/Writing Enhancement requirements.

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

## CRW 3490-Memoir and Life Writing - 3 credits

Offered periodically within a three-year academic cycle
Puts memories and discoveries about one's life into words for readers to think about in terms of their own experiences. Emphasis on writing scenes that typify one's life.

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

## Computer Science (CS)

## Computer Science (CS)

## CS 1000 - Introduction to Computer Science - 3 credits

## Fall Semester

This is the first of a four-course programming sequence. This course introduces computer science and computer programming concepts in a programming language agnostic environment. It includes the three basic programming structures: sequence, decision, and repetition as well as the proper use of encapsulation in programming. It also introduces the concept of Clean Code. In addition, it includes basic algorithm design and development using problem analysis skills that aid the student when developing algorithms. This course also introduces students to computer science jargon. By the end of this course students will know how to create and maintain an online program repository.

Upon entering this course, it is assumed students have no prior computer programming experience, no prior experience with any formal problem solving technique, and no experience with algorithm development.

The specific programming tool and IDE is at the discretion of the instructor.

## CS 1100-Computer Architecture and Organization-2 credits

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## Fall Semester

Computer Architecture and Organization provides knowledge of the internal operations of personalcomputing devices. Emphasis is placed on understanding the relationship among variouscomputerparts and peripherals, troubleshooting problems, customer service skills, and safety practices. This course provides the student with a working knowledge of computer system hardware. Students learn the basic architecture of computers, including tablets and phones, and study the roles that various hardware components play in the system. Core components are explored as well as how data is effectively passed among the various components in a computer. (Same course as IT 1100).

Upon entering this course, it is assumed students have no prior knowledge of computers or computer hardware.

## CS 2100 - Data Storytelling \& Visualization - 3 credits

## Fall Semester

Data Visualization is increasingly important in this era where the use of data is growing in many different fields. This course introduces students to the principles of design and techniques. Students will learn to evaluate the effectiveness of visualization designs, and think critically about each design decision, such as choice of color and choice of visual encoding. Learn how to develop the industry's best practices and determine the best way to present a data set visually. Students will create their own data visualizations and learn to use Open-Source visualization tools .

## CS 2210-Computer Networking Theory - 3 credits

## Fall Semester

This course focuses on the basic building blocks of a network emphasizing the five-layer OSI Model, a world-wide standard for networks. Topics include transmission, networking media, the TCP/IP Protocol Suite, network topologies (physical and logical), ethernet, the function and purpose of networking hardware, mobile technologies, and wireless technologies. Included in these topics are TCP/IP, IP protocol, IP addressing, DNS, and DHCP. This course also discusses ways malware disables networks and how software controlled networks remedy attacks using networking algorithms to create networking protocols. Students will learn computer networking jargon that enhances comprehension of articles and (online) coursework.

Upon entering this course, it is assumed students understand how computers work, including the function of the various components that comprise a computing device. It is

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also assumed students understand basic programming concepts to aid their understanding the various networking algorithms studied.

Prerequisites: CS 1000 and CS 1100, or permission of instructor.

## CS 2300 - Scripting - 2 credits

## Spring Semester

This course reinforces everything learned about programming in CS 1000,Introduction of Computer Science, and employs these concepts using scripting languages that are commonly used in web development as well as to implement macros in spreadsheets. This course further explores the difference between compiled languages, that are most frequently used in application development, and interpreted languages, that are most frequently used in web applications. It continues exploring proper use of computer science jargon while developing and implementing algorithms that solve problems. In addition, this course explores version control as part of maintaining an online repository.

Upon entering this course, it is assumed students understand the theory and implementation of the basic computer programming techniques as well as being able to utilize basic problem solving techniques to create algorithms. Students should know the meaning of current jargon. Students should also know how to create and maintain an online program repository.

Prerequisite: CS 1000 or permission of the instructor.
Prerequisite or corequisite: CS 2789.

## CS 2780 - Web Programming I: Client Side Development - 3 credits

## Spring Semester

This course, Client Side Development, teaches students how to create and publish web pages. Students learn the fundamental skills needed to design and then implement web pages. These skills include using markup language, style sheets, and scripting to create adaptive web pages for browsers, tablets, and phones. In addition, students will learn the meaning of currently used jargon and will learn how to maintain an online program repository. The specific programming tool and IDE is at the discretion of the instructor.

Upon entering this course, it is assumed students understand the theory and implementation of the basic computer programming techniques as well as being able to utilize basic problem solving techniques to create algorithms. Students should know the

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meaning of current jargon. Students should also know how to create and maintain an online program repository.

Prerequisite: CS 1000 or permission of instructor.

## CS 2789 - Programming \& Problem Solving - 4 credits

## Spring Semester

This course builds on the concepts learned in Introduction to Computer Science. It expands the student's knowledge of programming concepts in the context of a programming language and its integrated development environment. It introduces basic data structures and object oriented concepts. It reinforces algorithm implementation while introducing debugging, and test driven development. It explores program maintenance and expands the student's awareness of Clean Code as it introduces S.O.L.I.D. programming. This course continues to explore computer science jargon that is essential in communicating within the profession. In addition, this course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms.

Upon entering this course, it is assumed students understand the theory and implementation of the basic computer programming techniques as well as being able to utilize basic problem solving techniques to create algorithms. Students should know the meaning of current jargon. Students should also know how to create and maintain an online program repository.

Prerequisite: CS 1000, IT 2100 or permission of instructor.

## CS 3100-Project Management-3 credits

## Fall Semester

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

Prerequisite: Any 2000-level AC/CS/IT course.

## CS 3200-Operating Systems Theory-4 credits

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## Spring Semester

This course provides an introduction to the design and implementation of operating systems. It is intended for students with a basic background in computing systems. The first portion of the course presents the basic concepts of operating systems, which are platform independent. The second portion of the course covers specific issues with four operating systems in widespread use today. Topics covered include: concurrent processes, resource management, deadlocks, memory management, virtual memory, processor scheduling, disk scheduling, file systems, distributed file systems, micro kernels, multiprocessor operating system issues, and case-studies.

Prerequisite: CS 2789.
Pre- or corequisite: CS 3500.

## CS 3500-Object Oriented Programming-3 credits

## Fall Semester

This course reinforces Object-Oriented (OOP) Programming principles and techniques and introduces several OOP concepts in a different programming language and integrated development environment than used in previous courses. It explores abstraction and how it affects program design and program creation. In addition, it develops skills using encapsulation, polymorphism, reusable code, inheritance, and composition while continuing to implement these new techniques using Clean Code and S.O.L.I.D. program development. OOP also introduces basic graphical user interfaces and teaches the student how to properly create a usable user interface. This course continues to develop basic problem solving analysis and critical thinking skills that aid the student when developing algorithms. In addition, this course explores version control as part of maintaining an online repository.

Upon entering this course, it is assumed students understand, can discuss, and can implement the basic computer programming techniques as well as being able to utilize more advanced problem solving techniques to create substantive algorithms. Students should be able to discuss computer science using current jargon. Students should also know how to create and maintain an online program repository.

The specific programming tool and IDE is at the discretion of the instructor.
Prerequisite: CS 2789 or permission of instructor.

## CS 3550 - Data Structures and Algorithms I - 3 credits

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## Fall Semester

In computing, the central concept is how data is stored, manipulated, searched, and retrieved. Computer science has developed a number of 'data structures' to facilitate manipulating and sorting data. A data structure is a collection of data Items that have some kind of relationship. The type of data structure determines exactly what the relationship is. This course explores those data structures and the algorithms used to manipulate and search them.

Prerequisite: CS 3500.

## CS 3560 - Data Structures and Algorithms II - 3 credits

## Spring Semester

A continuation of CS 3550, this course further investigates how data is stored, manipulated, searched, and retrieved. Computer programs process data, manipulating it into more easily searched and retrieved formats that can be efficiently stored in the computer's memory. This course continues exploring different data structures and the algorithms used to manipulate them. In addition, this course provides the information needed so the software developer can employ the most efficient algorithms, making the program execute in less time.

Prerequisite: CS 3550.

## CS 3570 - Software Engineering - 3 credits

Software Engineering is a systematic, disciplined, measurable approach to building and maintaining software. This class will help the student understand all of those things that are necessary to create "good", "maintainable", "extensible" solutions to problems. This course focuses on hands-on development of a "real world" project. Students will learn best practices and concepts of software development, including software requirements, feature specification, and techniques for software design and testing. Students will continue learning object-oriented design, the strengths and limitations of the object-oriented approach, and develop solutions that generally leads to good outcomes. This is not a programming course as it has no required programming language and will not teach programming techniques.

Prerequisite: CS 3500.

## CS 3720 - Modern Application Development - 3 credits

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This course will explore a variety of integrated development environments used to create applications.

Prerequisite: CS 3500.

## CS 3730 - Writing Secure Applications - 3 credits

In addition to taking precautions to protect your mobile devices, it is important to add another layer of security by protecting the data itself (US Department of Homeland Security). Mobile devices have many levels of vulnerability. Physical theft, vulnerability of data stored on the device, and vulnerability of the data in transit between the device and various servers as well as the data in the server. This course will address securing the data within a mobile device and securing data while in transit.

Prerequisite: CS 3500.

## CS 3740-Cloud Computing - 3 credits

Cloud computing (the cloud) relies on sharing of resources to achieve economies of scale that are practically impossible to reach at lesser scales. Large is not nearly large enough to produce the efficiencies the cloud can produce. The foundation of cloud computing is cooperative use of infrastructure and shared services. Cloud resources are typically shared by multiple (frequently thousands to millions) users. The Cloud efficiently maximizes the effectiveness of the shared resources while dynamically reallocating resources based on individual user demand. "Moving to cloud" refers to an organization's moving away from a traditional server model (buy dedicated hardware and software, maintain that hardware and software, and depreciate it over a period of time) to the cloud model (use a shared infrastructure and pay for hardware utilization and storage as needed).

Prerequisite: CS 3500.

## CS 3750 - User Experience Design - 3 credits

User Experience Design (UX) is the third course in the four-course Web Development sequence and builds on what we learned in Web Programming I - Client Side Development. UX, also known as Human-Computer Interaction (HCI) includes studying, planning, designing and using of the interaction between humans (users) and computers. HCI has been described as the intersection of computer science, behavioral sciences, design, media studies, and several other fields. While most tools have a single purpose, the computer is a multipurpose device that has an open-ended, multi-dimensional, 2-way interaction with users. This course helps the student learn how to determine who will use their app, how they

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will use it, and how to improve the quality of the human-computer interaction. This course includes ADA requirements to make web sites available and useful to everyone. The specific tools are at the discretion of the instructor.

Prerequisite: CS 2780.

## CS 3780 - Web Programming II: Server Side Development - 3 credits

This is the second course in a four-course Web Development sequence. In Web Programming I: Client Side we learned how to create a "front end". For the web site to perform its service it must communicate with the "back end". The "front end" working with the "back end" allows the web site to perform its intended task. Web Programming II: Server Side Programming provides students with the skills necessary to design and implement the logic necessary to create a "back end". Students use programming and scripting skills to design and implement the programming logic that allows a web page to perform its function. Server side programming will be developed using current technology that employsing modern deployment environments in both the cloud and on-site servers. Skills include implementing client requirements, cloud programming, adapting to increasing and decreasing demand on a web site, creating and deploying APIs, as well as creating and utilizing a SQL database as part of "back end" programming. The specific programming tool and IDE is at the discretion of the instructor.

Upon entering this course, it is assumed students understand, can discuss, and can implement the basic web development techniques as well as being able to utilize more advanced problem solving techniques to create substantive algorithms. Students should be able to discuss computer science using current jargon. Students should also know how to create and maintain an online program repository.

Prerequisites: CS 2780, CS 2300, CS 3500, and AC 2020, or permission of instructor.

## CS 3790 - Web Programming III: Web Project - 3 credits

Web Programming III: Web Project is the fourth course in the four-course Web Development sequence. Web Project brings together Client Side Programming (covered in Web I) that includes an excellent User Experience (covered in UX) and Server Side Programming (covered in Web II) to allow the web site to be fully functional. Since so many of today's Web Sites reside in the Cloud, the Web Project Web Site will reside in the cloud and will include a database to make the Web Project fully functional.

The specific programming tool and IDE is at the discretion of the instructor.

Upon entering this course, it is assumed students understand, can discuss, and can

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implement a web front end and a web back end as well as being able to utilize more advanced problem solving techniques to create substantive algorithms. Students should be able to discuss computer science using current jargon. Students should also know how to create and maintain an online program repository.

Prerequisites: CS 3780 and CS 3750.

## CS 4500 - Senior Project I-3 credits

Senior Project I is the first course in this two-semester capstone course emphasizes the application of modern computer science approaches to problem solutions. Over the two semesters, the students are required to complete a significant project in computer science or engineering. In addition to technical material required for successful completion of the project, the student will have to: Identify the problem; Research the problem's background; Consider social, ethical and economic facts about the problem and the proposed solution; Respect intellectual property and patents; Identify requirements; functional and nonfunctional; Write a proposal; Create regular intermediate status reports; Make releases as appropriate; and Formally present the final solution and results.

Prerequisite: CS 3500 and senior standing, or permission of instructor.

## CS 4501 - Senior Project II- 3 credits

CS 4501 is the second course in a two semester capstone course. Over the two semesters, the students are required to complete a significant project in computer science or engineering. The student will implement the plan created in the first semester to complete a real-world project. The project will be completed and deployed by the end of the second semester. Each student will create project documentation, appropriate user guides, and present their project.

## Prerequisite: CS 4500 and senior standing.

## Dance (DANC)

## DANC 1010 - Introduction to Ballet - 3 credits

## Offered periodically within a three-year academic cycle

Ballet is the foundation training for all performance dance styles. This is an entry level course and is intended to give students a strong fundamental background in the movement and verbal language of ballet. It develops the student's technical ability to master the steps

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and movement patterns of ballet, develop strength, speed, artistic sensitivity and expressiveness. A kinesthetic approach to the relation between muscle control and technique is used to intensify the effectiveness of training. This course, therefore, is beneficial from a fitness as well as a dance perspective. Live piano accompaniment in class allows students to observe the interdisciplinary communication between the musician and the dancer. This course is appropriate for those who are studying ballet for the first time and is also recommended for more advanced students who may intend to teach dance in the future and wish to review the approach to teaching elementary ballet technique. Through class discussion and class research students will learn about and write about the history of ballet and its social, political and artistic relevance. The combined physical participation in class work and historic research is intended to create dancers who are investigating ballet both technically and artistically. They will achieve an understanding of how the elements of music, literature, cultural traditions and historical elements integrate into the creation of a ballet, which is a moving work of art.

This course may be repeated for credit.
This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

## DANC 1200 - The Language of Movement - 3 credits

## Fall Semester

This course teaches basic body awareness, enhances coordination, and connects movement to self. Students will learn basic concepts of total body connectivity to encourage and/or reawaken dynamic, fluid, integrated movement patterns. Each week will incorporate a warmup that will provide a balance of strength, flexibility and aerobic training with an in-depth lesson on basic principles, languages or theories of movement. No previous dance experience necessary.

This course may NOT be repeated for additional credit.
This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

## DANC 1302, 2302, 3302 - Private Instruction in Ballet - 1.5 credits

## Fall and Spring Semesters

Weekly private instruction in dance, 45 minutes in length, beginning the first full week of classes. Instruction based on the individual student's strengths, requirements and goals. Pointe work will be available for students when appropriate. Enrollment is limited. After

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registering for this course, the student initiates contact with dance faculty through the Visual \& Performing Arts office to determine section and arrange lesson times. Registration at the 2000 and/or 3000 level additionally requires at least two registrations at the previous level and permission of the instructor. Fee.

## This course may be repeated for credit.

This course meets the General Education Arts Breadth requirement.

## DANC 1410-Somatics for Dance: Yoga - 3 credits

## Fall and Spring Semesters

Somatics for Dance-Yoga provides an active learning experience of an ancient movement art form. The practice will incorporate the study of essential anatomy, build strength and flexibility, and advance towards arm balances and inversions. Emphasis will be placed on building a sustainable practice through custom modifications for joint protection and injury prevention. The practice will extend beyond creating shapes to promote an understanding of musculoskeletal engagement in and between asanas. Meditative practices will be incorporated across the asanas of yoga, from foundations through advanced postures. This course is designed for all levels of experience. A yoga mat is required.

## This course may be repeated for credit.

This course meets the General Education Wellness requirement.

## DANC 2030 - Modern Dance - 3 credits

## Fall and Spring Semesters

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

This course may be repeated for credit.
This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

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## DANC 2050 - Ballet I-3 credits

## Fall Semester

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

## This course may be repeated for credit.

This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

## DANC 2080 - Ballet II - 3 credits

## Spring Semester

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

This course may be repeated for credit.

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This course meets the General Education Wellness requirement or the General Education Arts Breadth requirement.

Prerequisite: DANC 2050 or permission of instructor.

## DANC 2100-The Art of Making Dance - 3 credits

## Fall Semester

In this course students create their own dances and learn dances from other choreographers in order to physically explore the primary elements of movement - space, time and energy. Students will practice inventing, manipulating, and organizing movement to create thematic structure and overall composition. Students interested in choreographing for the annual spring dance concert are encouraged to complete this course.

This course may NOT be repeated for additional credit.
This course meets the General Education Arts Breadth requirement.

## DANC 2200 - Dance: Social Justice - 3 credits

## Alternate Semesters

Dance Social Justice will provide interdisciplinary creative scholarship for dance minors and all interested students. As a dance minor elective, the course will fulfill the need for an additional 2000-level course offering. As a Gen Ed Diversity course (pending approval), the course will examine dance as a form of cultural politics and activism toward social justice through the body. Course content will examine global and local artists and arts organizations to uphold the Dance Program goal of moving global forms toward the center of curriculum.

This course may NOT be repeated for additional credit.
This course meets the General Education Diversity requirement.

## DANC 2300 - World Dance History - 3 credits

## Fall Semester

This course focuses on dance history from a global perspective highlighting the significance of dance in cultures from Africa, India, Japan, Europe, Brazil and America. We will investigate the historic relevance of different types of dance through research, reading, viewing performance, and in-studio dance workshops. Experiential workshops throughout the semester will include dance forms such as Cambodian Classical Dance, Ballet, Capoeira,

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Butoh, African Dance, and Bharata Natyam. Research surrounding each dance form will examine how to view and discuss artistic expression as an embodiment of history; the cultural significance of a dance form; how traditions are passed down, defined and taught to future generations; and what happens when dance forms circulate between communities and across borders. Student research will focus on how dance transforms over time in relation to social, political, and economic change.

This course may NOT be repeated for additional credit.

This course meets the General Education International/ Global Interdependence requirement or the General Education Humanities Breadth requirement and is Information Literacy Enhanced (ILE).

## DANC 2350 - West African Dance - 3 credits

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

This course may be repeated for credit.

This course meets the General Education Arts Breadth requirement.

## DANC 2470 - Dance Performance - 1 credit

## Spring Semester

Course culminates in "Curry Dances", the annual spring dance performance. Students are mentored through a performance process from rehearsal to stage and may choose to choreograph or perform in the work of invited guest artists or student choreographers. Course is intended for students to strengthen both their performance, and dance production skills.

## This course may be repeated for credit.

This course meets the General Education Active Learning requirement or the General Education Arts Breadth requirement.

## DANC 2480 - Dance Performance - 3 credits

Spring Semester

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This course culminates in "Curry Dances," the annual spring dance performance. DANC 2480 is intended for students to not only strengthen artistic, choreographic and performance skills, but to act in a leadership capacity while producing a professional concert. Students will envision, plan, direct rehearsals, and organize the technical aspects of a production.

This course may be repeated for credit.
This course meets the General Education Active Learning requirement or the General Education Arts Breadth requirement.

## DANC 4050 - Independent Studio: Dance - 1-8 credits

See description in Academic Policies and Procedures.

## Education (ED)

## ED 1300 - Competencies for Prospective Educators - 1.5 credits

## Fall Semester

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

Corequisite: PSY 1400.

## ED 1500 - Foundations of Community Education - 3 credits

## Fall Semester

This course examines educational and community-based programs and organizations and their role in supporting the health and well-being of individuals and groups of all ages. The various occupations and approaches within community education to achieve those goals will

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be explored. Students will examine the ways in which local, state, and national organizations live out their missions to address and support the needs of children, families, and youth.

Corequisite: ED 2344.

## ED 2160 - Foundations in Early Intervention: Principles and Practice - 3 credits

## Spring Semester

This course serves as an introduction to the early intervention process including referrals, service delivery, transition to public school services, the role of the service provider, evidence based practice, and family/child-centered services.

Pre-requisite: ED 2230.

## ED 2161 - Educational Psychology - 3 credits

## Fall Semester

This course applies developmental theories and psychological concepts as a basis for informing teaching practice and developing effective learning environments. Topics include: cognitive and social development, individual learning differences, intelligence, factors affecting achievement and motivation. This course is taught from a constructivist perspective with an emphasis on the role of creativity and critical thinking in learning.

This course meets the General Education Information Literacy Enhancement.
Prerequisite: PSY 1400.

## ED 2230 - Infants and Toddlers - 3 credits

## Fall Semester

This course focuses on the care and teaching of infants and toddlers in-group settings. The typical and atypical developmental characteristics of children from birth to age three will be the basis for planning developmentally appropriate learning experiences, organizing the physical environment, and recognizing the importance of the teacher-child relationship. This course will fulfill the DEEC coursework requirement for Infant-Toddler Lead Teacher and program requirement for DPH Early Intervention credential and also serves as an elective for Education majors and minors.

Prerequisites: PSY 1400, ED 2161.

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## ED 2235 - Early Assessment and Intervention - 3 credits

## Fall Semester

An introduction to researched based screening and assessment tools and intervention strategies found to be effective in evaluating and supporting the cognitive, linguistic, social, and emotional needs of young children, including children who are at risk of or have been diagnosed with developmental delay birth to age three).

Prerequisites ED 2160, ED 2230.

## ED 2301 - Children at the Center in Nottingham: Alice Yardley and the British Primary School-3 credits

## Offered periodically within a 3-year academic cycle

Students in this short term study abroad course explore the innovative work of teachers in Nottingham, England, who helped establish the British Primary School approach, one that influenced educators across the US, Canada, Italy, and around the world. Creating schools where a "liberation of learning" could take place was the mission of Nottingham educator and author Alice Yardley. Yardley's contribution and those of her colleagues to the history, practice and continuing implementation of child-centered, project-based, and Reggioinspired early childhood education in England and abroad is examined. An active component of the course will be visits to schools in Nottinghamshire for children 3 through 12 years old, and to cultural and historical sites in the area. Assignments include reports on school visits, reflections on readings, and journal responses. Students will complete a final research paper on a topic of their own choosing upon return to the US.

This course meets the General Education Global Interdependence or Active Learning requirements.

## ED 2344 - Field Observation \& Participation: Out of School Time Setting - 2 credits

## Fall Semester

Students complete 6 hour a week field experience in an out- of-school time setting. Students work alongside practitioners in the field to better understand the components of effective environments for school age children and/or youth.

This course meets the General Education Active Learning requirement.
Prerequisites: SPE 2600, junior standing in major.
Corequisite: ED 1500

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## ED 2345 - Field Observation \& Participation: Early Education \& Care - 3 credits

## Fall Semester

Third year students pursuing DEEC Early Care \& Education credentialling track participate in field work in a community based childcare program (two mornings / six hours weekly). Additionally, students attend a weekly course meeting. Topics focus on the principles of creating effective learning environments for young children, the design and arrangement of the physical space, developmentally appropriate transitions, routines and daily schedules, the value of play-based curriculum and its relationship to children's development, and the importance of teacher interactions in supporting learning and development.

## This course meets the General Education Active Learning requirement.

Prerequisite: ED 2411.

## ED 2354 - Creative Arts in Early Childhood - 3 credits

## Alternate Spring Semesters

Students gain a personal understanding of the arts as a discipline which offers a unique perspective for learning, through access to a variety of forms of expression and communication. The Arts are explored in the context of historically and culturally rich ways of seeing, thinking, and knowing about oneself as an individual, and as a member of the global community. The arts are explored as an important vehicle for enhancing children's development and as a vehicle for learning. The course provides an overview of developmentally appropriate practices for integrating the arts (visual and performing arts) ininto early childhood and elementary classrooms including students with diverse needs. Students will be expected to demonstrate an ability to integrate the arts into all areas of the curriculum.

Prerequisite or Corequisite : ED 2411 or ED 2412, or permission of the instructor.

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

## Fall and Spring Semesters

This course will delve into the world of children's literature through a comprehensive investigation of genres from picture books to historical fiction (for children birth to age twelve) written by classic and contemporary authors. Students will gain knowledge of and evaluate literary elements and gain an appreciation for the aesthetic values of literature. Students will explore and evaluate text for controversial historical and contemporary issues,

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analyze text for cultural and gender bias, and examine methods to facilitate the development of children's perspectives of the world. This entails cultivating critical thinking and increasing engagement through the integration of the curriculum and the extension of literature through writing.

## This course meets the General Education International/Global Interdependence requirement.

## ED 2411 - Strategies for the Effective Educator: Early Childhood - 3 credits

## Fall Semester

This course introduces beginning educators to the essential elements of best practice in Early Childhood Education (Birth= Grade 3). Students will be introduced to a variety of teaching strategies and effective practices including activity and lesson planning, writing effective learning outcomes, differentiated instruction, and assessment for young children. Students will develop and practice strategies to promote safe and effective learning environments for young children. Emphasis will be on culturally responsive teaching practices for young children. Students will begin to relate effective teaching practice to the Massachusetts Department of Early Education and Care Core Competencies and the Massachusetts Department of Elementary and Secondary Education Seven Essential Elements of the Candidate Assessment of Performance (CAP). The Massachusetts Guidelines for Early Learning Experiences (Infant, Toddler, Preschool, and Kindergarten) and the Massachusetts Curriculum Frameworks will serve as guideposts for planning learning experiences and lessons that promote equity for early learners. During this course, students will have opportunities for peer teaching, receive targeted feedback and begin to develop a digital portfolio to document professional experiences over the completion of their program.

Prerequisite or Corequisite: ED 2161.

## ED 2412 - Strategies for the Effective Educator: Elementary and Secondary - 3 credits

## Fall Semester

This course introduces beginning teachers to the essential elements of best practice. Foundational historical knowledge of the laws relating to current practice, as well as prominent theorists and philosophers in Education will be discussed and reinforced. Students will be introduced to a variety of instructional strategies that promote intentional and effective planning: lesson planning, writing effective learning outcomes, differentiated instruction, and assessment. Students will develop and practice strategies to promote safe and effective learning environments. Emphasis will be on culturally responsive practices for

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all learners. Students will begin to relate teaching practice not only to the Massachusetts Department of Education's Professional Standards for teachers and the Six Essential Elements of the Candidate Assessment of Performance (CAP) but also to the national initiatives for educational reform put forth in the past two decades. The Massachusetts Curriculum Frameworks will serve as guideposts for planning lessons that promote equity for all learners. During this course, students will have opportunities to teach lessons, receive targeted feedback, reflect on and adjust their teaching practice. Students will be required to begin developing an e-portfolio to document professional experiences over the completion of their program.

Prerequisite or CorFallequisite: ED 2161.

## ED 2420 - School, Family and Community - 3 credits

## Spring Semester

This course will allow students to understand and view the child as a member of the family system and the greater social system. It will explore the structure of the contemporary families and will examine the issues and challenges impacting today's families. Emphasis is on parent-teacher relations, working with families from diverse backgrounds, and the role of the teacher and community agencies in providing family support.

Prerequisites: PSY 1400, ED 2161, or permission of instructor.

## ED 2450 - Planning and Programming: Early Education \& Care - 3 credits

## Fall Semester

This course focuses on the principles of planning successful learning environments for young children. Emphasis will be placed on designing spaces that allow for optimal growth in children's physical, social, emotional and cognitive development. Design and arrangement of the physical space, creating developmentally appropriate transitions, routines and daily schedules, the value of play and its relationship to children's development, and the importance of teacher interactions in supporting play and learning will be addressed. This course includes a field observation and participation component in a setting for young children.

Prerequisite: ED 2411.
Corequisite: ED 2345.

## ED 2455 - Programming for Positive Youth Development - 3 credits

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## Fall Semester

This course is intended to familiarize students with the various aspects of out-of-school time programming for children and youth including but not limited to after school programming and community/youth organizations. By examining the criteria for effective learning environments for children and youth, students will gain an understanding of the factors that contribute to programming for positive youth development. Students complete a six (6) hour a week field observation and participation field component in conjunction with this course in an after school program, or youth organization.

Prerequisite:s ED 2411 or ED 2412.
Corequisite: ED 2344.

## ED 2510 - Guiding Behavior - 3 credits

## Alternate Fall Semesters

This course will provide students with an understanding of the factors that influence children's behaviors and develop positive strategies and techniques to help children become more competent problem solvers. Emphasis will be on a sound understanding of development and its relationship to behavior as well the impact of family and culture.

Prerequisite: PSY 1400.

## ED 2530 - Education Advocacy and Action - 3 credits

## Spring Semester

This course examines how educators and others can confront inequities and become agents of change in their schools and communities. It will explore structural barriers to justice and pathways for change and examine education advocacy efforts which promote the development of community and support services for individuals and groups. Students will consider how community needs are identified, addressed, and explore how collaboration between educational institutions and community organization result in better outcomes for children, youth and families. Course content will also investigate how advocacy efforts can reimagine and transform communities where its people are included, safe and valued.

Prerequisite: ED 1500 or permission of the instructor.

## ED 2700 - Early Childhood Language Arts and Literacy Development - 3 credits

## Spring Semester

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In this course, students will acquire foundational knowledge of language and literacy development and the factors which influence communication skills in speaking, listening, reading, and writing. Students will learn how to design evidence-based, developmentally appropriate learning experiences for literacy development for children from Birth through Grade 2. Methods of encouraging engagement and enjoyment of literature for young children and promoting interest in reading and writing will be developed, along with literacy instruction. Methodologies for teaching young children with a broad range of abilities and learning differences including first and second language acquisition will be introduced.

Pre or Corequisite: ED 2411 or ED 2412, or permission of instructor.

## ED 3115 - Early Childhood Curriculum: Preschool - 3 credits

## Spring Semester

This course focuses on the planning and implementation of developmentally appropriate learning experiences for preschool aged children. Students will develop teaching strategies and techniques that will foster the development of children's emerging skills in language and literacy, mathematical-logical thinking, science and social sciences. With an emphasis on active learning, students will develop strategies for extending children's learning and understanding through dialogue and questioning.

This course meets the General Education Reading/Writing Enhancement requirement.
Prerequisites: ED 2342, ED 2450; or ED 3700, ED 3701.
Corequisite: ED 3451.

## ED 3150 - Classroom Management - 3 credits

## Spring Semester

This course focuses on three distinct areas of student support and success. The first focal area is on classroom management strategies that enhance student success in the inclusive classroom. The second focal area is on supporting/teaching prosocial behaviors that meet the social, emotional, and academic needs of all learners. The third focus will be on behavior management principles that support the individual student in the inclusive setting utilizing positive behavior supports and interventions. Teacher candidates will identify the academic, social/emotional, and behavioral challenges students experience in classrooms environments and explore specific ways to create strong learning communities that support diverse learners. Candidates will examine current behavioral and therapeutic approaches that provide students feedback and promote their success.

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Corequisites: ED 3196, ED 3197, SPE 3451.

## ED 3190 - Classroom Assessment - 3 credits

## Fall Semester

Students will explore the importance of assessment for classroom instruction and learning. Students will be given practical and theoretical foundations of assessing school age children. Implications of race, class, and language in resultant data will be emphasized.

Corequisite: ED 3290.

## ED 3195 - Fundamentals of Curriculum: Instructional Methods in Social Studies and Language Arts - 3 credits

## Spring Semester

This course provides students the opportunity to examine philosophies, organization and planning for children in public schools. The general principles and practices of teaching social studies and language arts are presented. Lesson and unit planning is aligned with the Massachusetts Curriculum Frameworks. Through this course, prospective teachers will have opportunities to observe, reflect on and practice planning and teaching.

This course meets the General Education Reading/Writing Enhancement requirement.
Prerequisite: Junior standing in the major Co-Requisite: ED 3196 or 3197

## ED 3196 - Pre-Practicum I: Early Childhood - 1 credit

## Spring Semester

Students accepted into the early childhood licensure major complete an early field experience in the spring semester of the third year of study. The early field experience is 2 full days per week in an approved classroom setting.

This course meets the General Education Active Learning requirement.
Prerequisite: ED 3700.
Corequisites: ED 3190, ED 3195.

## ED 3197 - Pre-Practicum I: Elementary - 1 credit

## Spring Semester

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Students accepted into elementary licensure will complete an early field experience in the spring semester of third year of study. The early field experience will be 2 full days a week in an approved setting.

This course meets the General Education Active Learning requirement.
Prerequisite: ED 3700.
Corequisites: ED 3190, ED 3195.

## ED 3200 - Administration of Childcare Programs - 3 credits

## Alternate Spring Semesters

This course is designed to acquaint students with the administrative elements in establishing and managing various childcare programs. Using the Massachusetts Department of Early Education and Care Regulations for Licensure of Group Care Programs, students become familiar with the administrative responsibilities associated with these regulations. Topics include, but are not limited to: health and safety issues and policies, staffing issues, working with parents, program quality and evaluation, and overview of business practices.

Prerequisites: ED 2450 or 2455 or permission of instructor

## ED 3250 - Pedagogy and Specialized Instruction in Mathematics - 3 credits

## Fall Semester

This course emphasizes the factors that contribute to creating effective learning environments for increasing conceptual development in mathematics. Using content in geometry, measurement, probability, data analysis, and statistics as illustrative examples, students will design a unit of study that is developmentally appropriate for the population of students with whom they intend to work. Students will be charged with broadening and deepening their own college-level understanding of the content in an effort to both utilize data for instructional decision-making and to identify the structure and relationships between ideas that they will communicate to students. In addition, effective instructional methods, formative and summative assessment techniques, and intervention strategies will be explored. (Same course as MATH 3250).

This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements.

Prerequisites: MATH 1550, MATH 2550.

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## ED 3290 - Classroom Assessment Lab: Literacy - 1 credit

## Fall Semester

This course provides students with theory and methodology in the teaching of reading. Individual differences (including, but not limited to, language and cultural difference) are an on-going component of all assessments and instructional practices. A required field lab is an integral part of this course.

Corequisites: ED 3190, ED 3700.

## ED 3320 - Elementary Curriculum: Instructional Methods in Science - 3 credits

## Fall Semester

This course is designed to enable students to broaden their planning and teaching repertoire for Grades 1-6 in the inclusive classroom. The course will use the Massachusetts Curriculum Frameworks and local area curricula as guideposts for planning and teaching. Although students will integrate all content areas of the curriculum into lesson planning and assessment throughout the course, students will focus on science, technology, and engineering (STE) content areas. Inquiry-based teaching strategies will be emphasized, and whenever possible, students will carry out and evaluate their related planning, teaching, and assessment in their field placement. Fee.

Pre-requisite: ED 3195.
Co-requisites: ED 3332.

## ED 3330 - Early Childhood Curriculum: Instructional Methods in Science - 3 credits

## Fall Semester

This course is designed to enable students to broaden their planning and teaching repertoire for the Grade PreK-2 inclusive classroom. The course will use the Massachusetts Curriculum Frameworks and local area curricula as guideposts for planning and teaching. Although students will integrate all content areas of the curriculum into lesson planning and assessment throughout the course, students will focus on science, technology, and engineering (STE) content areas. Inquiry-based teaching strategies will be emphasized, and whenever possible, students will carry out and evaluate their related planning, teaching, and assessment in their field placement. Fee.

Prerequisite: ED 3195.
Corequisite: ED 3331.

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## ED 3331 - Pre-Practicum II: Early Childhood - 1 credit

## Fall Semester

Students accepted to the early childhood licensure major complete a second pre-practicum field experience in the fall semester of the last year of study. The early field experience will comprise of 2 days a week in an approved setting.

This course meets the General Education Active Learning requirement.
Prerequisites: ED 3195, ED 3196.
Corequisite: ED 3330.

## ED 3332 - Pre-Practicum II: Elementary - 1 credit

## Fall Semester

Students accepted to the Elementary Major/DESE Initial Academic Teacher 1-6 License complete a second pre-practicum field experience in the fall semesterof the last year of study. This field experience will comprise 2 days a week in an approved setting.

This course meets the General Education Active Learning requirement.
Prerequisites: ED 3195, ED 3197.
Corequisite: ED 3320.

## ED 3451 - Practicum I: Preschool-3 credits

Spring Semester
Third year students in the Early Childhood major spend twelve hours per week (two full days) in a preschool setting. This field experience allows students to apply concepts of curriculum development to lesson planning and implementation. Equates to nine months of work experience toward Department of Early Education and Care preschool teacher qualifications. This course meets the General Education Active Learning requirement. Prerequisites: ED 2342 or ED 2344; ED 2450 or 2455 or ED 3700 or ED 3701. Corequisite: ED 3115.

## ED 3510 - Community Leadership - 3 credits

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## Alternate Fall Semesters

This course will engage students in discussion and readings that explore effective leadership qualities for professionals who work in community-based education programs. It draws upon the disciplines of psychology, sociology and education in understanding the factors that contribute to sound community- based initiatives that support the health and welfare of children and youth. Through direct interaction with service providers, students will gain a deeper understanding of how organizations meet the diverse needs of their communities. Topics include, but are not limited to, identifying community needs, working collaboratively with related service organizations, advocacy issues, and how to promote purposeful change.

Prerequisites: ED 2420, or permission of instructor.

## ED 3530 - Community Education: Context, Issues and Influences - 3 credits

## Fall Semester

This course explores issues that impact public policy relating to children, families and communities and examines qualities and characteristics of leadership necessary to become allies and partners within community organizations to create meaningful change for children, families and communities.

Pre- or corequisite: ED 4568.

## ED 3570 - Support and Collaboration in Student Learning - 2 credits

## Every Year

This course focuses on supporting the academic needs of individual learners in an elementary classroom. Focal areas include building relationships and creating a sense of belonging, supporting social and emotional learning, and reducing anxiety, frustration while promoting grit and motivation.
Skills necessary for the role of Education Support Specialist include communication with student teams and collaboration with lead teacher and specialists, monitoring student progress, maintaining instructional and behavioral data, and supporting students who are non-compliant by using a positive and preventative approach.

Prerequisite: ED 3700 .
Corequisites: ED $3 X X X$ and SPE 3350.

## ED 3700 - The Teaching of Reading - 3 credits

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## Fall Semester

This course provides future educators with the content and evidence-based practices and instructional materials to facilitate the development of reading and writing. A major focus area is on the relationship of language comprehension and word recognition that develops lifelong skilled readers and writers. This course supports teaching readers with diverse cultural and linguistic backgrounds, strengths, and challenges.

Prerequisite: ED 2700.
Corequisite: ED 3190.

## ED 3750 - Sheltered English Immersion - 3 credits

## Fall Semester

This course is designed to prepare teachers to shelter content in the SEI classroom by considering the individuality of English Language Learners including social and cultural considerations, second language acquisition processes, and English Language arts and Literacy development in the PreK-8 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards and envelops best practice in the field of ELL instruction.

Prerequisites: ED 2700, ED 3700.
Corequisites: ED 3331, ED 3332, ED 3455.

## ED 3905 - Special Project in Education - 3 credits

Requires an approved proposal for a field-based project designed to provide students the opportunity for in-depth investigation of a special topic. A major paper is required. The project may be linked to concurrent work in the field.

## ED 3985 - Seminar Education Capstone: Integrating Research Based Practices - 3 credits

## Fall Semester

This capstone course enables students to consider, discuss, and debate educational issues related to teaching practices and theories of instruction. Students will design and implement library research projects which integrate their major area of study with education coursework and field experiences and then translate this research into action plans for their senior practicum.

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Pre-requisite: Senior standing in the major.

## ED 4200 - The Impact of Curriculum on Teaching and Learning in Contemporary Schools

 - 6 credits
## Every Year

This 6-credit field-based course will analyze data and explore the tools that outline performance expectations for educators in contemporary schools. Using a research-based lens, course participants will analyze commercial curriculum in use and its impact on student learning and instructional practices. Students will participate in reflective examination of one's own pedagogical content knowledge, principles of Universal Design for Learning, and 21st Century Learning skills. Course participants will become critical consumers of commercial curriculum and develop skills to augment learning through the creation of related supplemental learning experiences.

This is a 6-credit experience including a 12 hour per week field experience and a weekly 2.5hour seminar.

Prerequisite: Permission of Instructor.

## ED 4560 - Practicum II: Infant/Toddler Setting - 6 credits

## Fall and Spring Semesters

Students in the Early Education and Care major may choose to complete practicum of 18 hours a week field placement in an infant/toddler setting. Students have the opportunity to plan and implement curricula that enhances all the areas of development as well as create learning environments that foster children's growth. Field hours may be counted toward required work experience for Massachusetts DEEC Lead Teacher certification/qualification for Infants and Toddlers.

This course meets the General Education Active Learning requirement.
Prerequisites: ED 3451, ED 2230. Corequisite: ED 4560 SM.

## ED 4560 - SM Practicum Seminar - 0 credits

## Fall and Spring Semesters

This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and

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responsibilities, communicating $\delta$ collaborating with parents, identifying community resources, leadership and advocacy.

Corequisite: ED 4560.

## ED 4561 - Practicum II: Preschool Setting 6 credits

## Fall and Spring Semesters

Students in the Early Education and Care major complete an 18 hour a week field placement in a preschool setting. Students have the opportunity to plan and implement curricula that enhances all areas of development as well as create learning environments that foster children's growth and learning. Field hours may be counted toward required work experience for Massachusetts DEEC Preschool Lead Teacher certification/qualifications.

This course meets the General Education Active Learning requirement.
Prerequisite: ED 3451.
Corequisite: ED 4561SM.

## ED 4561 - SM Senior Practicum Seminar - 0 credits

## Fall and Spring Semesters

This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communicating $\&$ collaborating with parents, identifying community resources, leadership and advocacy.

Corequisite: ED 4561.

## ED 4564 - Senior Practicum: Elementary - 9 credits

## Spring Semester

Students will complete a five day a week practicum in a setting approved to meet the requirements for licensure as Elementary Teacher, levels 1-6.

This course meets the General Education Active Learning requirement.
Corequisites: ED 4564SM

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## ED 4564 - SM Senior Practicum Seminar - 3 credits

## Spring Semester

Taken in conjunction with Senior Practicum, ED 4564 SM is a weekly seminar focused on reinforcing components of teaching practice and professional development of teacher candidates. Seminar topics and assignments focus on teaching practices outlined in the Candidate Assessment of Performance (CAP). Topics include, but not limited to child observation and assessment, subject-matter knowledge, curriculum planning, wellstructured lessons, adjustment to practice, meeting diverse student needs, high expectations, reflective practice, safe learning environments, family interactions, professional responsibilities and career planning. Practicum students are guided through planning, reflection, discussion and documentation processes related to their observation and daily teaching practices.

Corequisite: ED 4564.

## ED 4567-Senior Field Experience: ESP - 9 credits

Spring Semester
The students will complete a five day per week field experience in an appropriate elementary setting in order to further develop skills for the role of an Education Support Professional.

This course meets the General Education Active Learning Requirement.
Prerequisite: ED 3334.
Corequisite: ED 4567SM.

## ED 4567SM-Senior Field Experience Seminar - 0 Credits

This weekly, one hour seminar is taken in conjunction with Senior Field Experience, ED 4567. Weekly Assignments and discussions focus on working with and supporting instruction and student learning. Topics of discussion may include and are not limited to, professional role and responsibilities, specialized support and instruction, co-teaching models, meeting diverse student needs, maximizing small group instruction, supporting positive behavior, communicating and collaborating with families, support persons and agencies.

Prerequisite: ED 3334.
Corequisite: ED 4567.

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## ED 4568 - Senior Practicum: Community-Based Setting - 6 credits

## Fall and Spring Semesters

Students complete a 9-hour a week field placement in a community-related educational setting. Students gain work experience in programs, agencies and organizations that support the health, education, and well-being of the community and its members.

This course meets the General Education Active Learning requirement.
Prerequisite: Senior standing in major.
Corequisite: ED 4568SM.

## ED 4568 - SM Practicum: Seminar - 0 credits

## Fall and Spring Semesters

This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communicating $\&$ collaborating with parents, identifying community resources, leadership and advocacy.

Corequisite: ED 4568.

## ED 4570 - Senior Practicum: Early Childhood - 9 credits

## Spring Semester

Students will complete a five-day a week practicum experience in settings approved to meet the requirements for licensure as Early Childhood teacher (Pre K-2). Students will be placed in a Pre $\mathrm{K} / \mathrm{K}$ setting and a grades 1 or 2 setting.

This course meets the General Education Active Learning requirement.
Prerequisites: ED 3330, ED 3331.
Corequisites: ED 4570SM.

ED 4570 - SM Senior Practicum Seminar - 3 credits
Spring Semester

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Taken in conjunction with Senior Practicum, ED 4570 SM is a weekly seminar focused on reinforcing components of teaching practice and professional development of teacher candidates. Seminar topics and assignments focus on teaching practices outlined in the Candidate Assessment of Performance (CAP). Topics include, but not limited to child observation and assessment, subject-matter knowledge, curriculum planning, wellstructured lessons, adjustment to practice, meeting diverse student needs, high expectations, reflective practice, safe learning environments, family interactions, professional responsibilities and career planning. Practicum students are guided through planning, reflection, discussion and documentation processes related to their observation and daily teaching practices.

Corequisite: ED 4570.

## English (ENG)

## ENG 1180 - Introduction to Literary Studies - 3 credits

## Fall and Spring Semesters

Acquaints the student with the variety of literary texts and genres, including fiction, drama, and poetry.

This course meets the General Education Humanities Breadth requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

## ENG 2010 - Major British Writers I-3 credits

## Fall Semester

Examines major British texts from Beowulf through the eighteenth century.
This course meets the General Education Humanities Breadth requirement and some sections may be Reading/ Writing Enhanced.

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

## ENG 2020 - Major British Writers II - 3 credits

Spring Semester

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This course examines the historical contexts of British literature from the nineteenth century to the present, as shaped by intersecting and competing claims of gender, class, culture, and national identity.

This course meets the General Education Humanities Breadth requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

## ENG 2110-American Literature I-3 credits

## Fall Semester

Focuses on the work of diverse authors, writing from the colonial period through the late 19th century. Texts include the work not only of conventionally canonized writers, but also orature and writing by the often underrepresent- ed, including Native- Americans, AfricanAmericans, and women.

This course meets the General Education Humanities Breadth requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

## ENG 2120-American Literature II - 3 credits

## Spring Semester

Surveys the literature of the United States since the mid- nineteenth century. As in ENG 2110, texts include the work not only of conventionally canonized writers, but also writing by the often underrepresented, including women, Native-Americans, African-Americans, Hispanic-Americans, Chinese-Americans, Indian-Americans and other ethnic groups that make up the complex cultural matrix of the United States.

This course meets the General Education Humanities Breadth requirement.
Prerequisite: Six (6) credits of Writing/English at the 1000-level.

## ENG 2150 - African-American Literature - 3 credits

## Fall and Spring Semesters

Examines African-American literature in its historical contexts from the era of slavery to the present. (Same course as BLKS 2150).

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

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## ENG 2631 - The Journey in Literature - 3 credits

## Fall Semester

Pursues quests for self, community, discovery, loss and redemption within literary classics.
This course meets the General Education International/Global Interdependence requirement.

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

## ENG 2635 - Banned Books and Dangerous Ideas - 3 credits

## Fall Semester

Examines literature targeted for political, religious, sexual, or social content. Sex and gender will be a major focus.

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

## ENG 3700-Shakespeare-3 credits

## Fall Semester

This course looks at representative Comedies, Tragedies, Poems, and the Final Plays to assess how much of our modern sensibility was pioneered by Shakespeare. We will consider the plays as performance and as literature.

This course meets the General Education Humanities Breadth requirement and some sections may be Reading/Writing Enhanced.

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

## Environmental Science (ENVS)

## ENVS 2215 - Environmental Science - 4 credits

## Fall Semester

Examines the impact of humans on the environment and the impact of our currently

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

Prerequisite: any BIOL or SCI course or permission of instructor.

## ENVS 2300 - Geospatial Analysis - 3 credits

## Fall Semester

Geospatial analysis examines a range of data from the geographical record including aerial photographs, GIS data, the cartographic record (which includes old maps, new maps, specialist maps such as soil and geology maps), satellite data, soil analysis and other environmental samples. This course will be an introduction to the types of data and methods used by Geospatial analysts with a focus on developing GIS skills.

Prerequisite: ENVS 2215 or permission of instructor.

## ENVS 3210-Advanced Environmental Science - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: ENVS 2215.

## ENVS 3500 - Junior Seminar - 1 credit

## Spring Semester

This course design is to further foster the development of knowledge and skills used by professional scientists. The main goal is the production and delivery of professional quality written reports on current research. The knowledge discussed and accumulated in this course continues to enhance students' awareness and understanding of scientific inquiry. Extensive analysis of primary scientific literature is central to this course and provides practical experience in developing the skills of written communication used by all scientists.

## Prerequisite: Junior standing.

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## ENVS 3900 - Senior Seminar - 1 credit

## Fall Semester

This course design is to further foster the development of knowledge and skills used by professional scientists and engage in career preparation activities for Science Majors. The main goal is the production and delivery of professional quality oral presentations on current research. Extensive analysis of primary scientific literature is central to this course as it provides practical experience in developing the skills in oral communication used by all scientists. Students engaged in research projects also discuss their work/progress and problems that may be arising.

Prerequisite: At least 65 credits accumulated as an Environmental Science major.

## ENVS 4000 - Research Communication - 1 credit

## Fall and Spring Semesters

Consists of supervised preparation, by the student, of a written report and an oral presentation based on their independent research.

This course meets the General Education Active Learning requirement.
Prerequisite: Permission of area instructor. Signature of faculty supervisor and Department Chair required. Strongly recommended that this be taken the semester after Independent Research 4010 but may be completed concurrently.

## ENVS 4000-H - Honors Thesis - 1 credit

## Fall and Spring Semesters

This course will give students an overview of the relevant scientific literature relating to their research project with an emphasis on evaluating, analyzing and reporting their research findings. After completion of authentic-research on a question/problem, either in the field, or in a lab on campus or off campus; or in libraries/internet; students will write-up research report and give a public oral presentation to the Science Department and others. Signature of faculty supervisor and Department Chair required.

Prerequisite: Honors Research. Ideally this course will be taken in the spring semester of the student's senior year. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4000 for Honors candidates.

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## ENVS 4010 - Independent Research in Environmental Science - 1-3 credits

## Fall and Spring Semesters

Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member's supervision. The student will be required to investigate literature in the field and gain understanding of the nature of the problem/question and methodology that will be used in investigation. Student will be required to do actual research in libraries or labs, onor off-campus. Signature of faculty supervisor and department chair required.

This course meets the General Education Active Learning requirement.
Prerequisite: Permission of area instructor. The project must begin no later than the fall ot the student's senior year.

## ENVS 4010-H - Honors Independent Research - 3 credits

## Fall and Spring Semesters

Familiar with relevant research in the discipline, an ability to identify valid data and the use to data to drive decisions will be achieved through independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member's supervision. The student will be required to do authentic-research on a question/problem, either in the field, or in a lab on campus or off campus. Signature of faculty supervisor and Department Chair required. Students may not take this course more than one time for credit. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4010 for Honors candidates.

Prerequisite: Honors candidate and permission of advisor. The project must begin no later than the fall of the student's senior year.

## Finance (FIN)

## FIN 2000 - Financial Management - 3 credits

## Fall and Spring Semesters

Studies the principles and practices of corporate financial management. Examines various analytical and forecasting techniques, the time value of money concepts, cost of capital, management of working capital, capital budgeting, evaluation of capital projects using

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discounted cash flow, short and long- term financing, sources and uses of cash, and current asset management. Problem solving and cases are used.

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

Prerequisites: ACNT 1011 and BUS 1610.

## FIN 2010 - Financial Markets and Institutions - 3 credits

## Fall Semester

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

Prerequisite: BUS 1610.

## FIN 2820 - Personal Finance - 3 credits

## Fall and Spring Semesters

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

This course meets the General Education Wellness requirement.
Prerequisite: Math Assessment.

## FIN 3000 - Advanced Corporate Finance - 3 Credits

## Offered Annually

This course examines important issues in corporate Finance from the perspective of financial managers who are responsible for making significant investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm. The course covers topics that are important

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to decision- making in marketing, operations management, and corporate strategy. A large portion of the course covers capital budgeting, first without uncertainty, and then in the presence of uncertainty. Throughout, emphasis is placed on the interaction between (corporate and personal) taxes and the cost of capital. Topics covered in this context will include leasing and leveraged buyouts. The course also includes a treatment of dividend policy and capital market efficiency, as they relate to the value-maximization objective of the firm.

Pre-Requisite: FIN 2000

## FIN 3010 Investments - 3 credits

## Spring Semester

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

Prerequisite: FIN 2000.

## FIN 3020 - Financial Modeling - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisite: FIN 2000.

## FIN 3830 International Finance - 3 credits

## Offered periodically within a three-year academic cycle

The course introduces students to the conceptual framework in which financial decision making of international firms take place. Students will learn to assess the riskiness of a currency from a firm's perspective and how to manage this exposure. In addition to the theoretical underpinnings of international finance we will cover the practical side of

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international financial decision making - the investment and funding problem. Thus, typical problems of global funding and international investment strategies as well as capital budgeting and capital structure. Issues will be analyzed from an international financial markets and institutions and aims particularly on international risk assessment (currency risk, political risk) and management.

Prerequisite: FIN 2000.

## Forensic Science (FSC)

## FSC 1010 - Introduction to the Forensic Sciences - 4 credits

## Fall and Spring Semesters

Forensic Science is the application of biology, chemistry, physics, and more to answer legal questions. In this introductory course, students will learn about the common fields in forensic science and how evidence is processed and interpreted for use in the court of law. Students will get hands on experience through activities and in laboratory while exploring ethical practice in forensic science. At the conclusion of the course, students will review, analyze, and interpret data collected from a crime scene and provide evidence based opinions about the case. Includes a required recitation.

## FSC 1700 - Forensic Photography - 1 credit

## Fall and Spring Semesters

Forensic Crime Scene Photography is a field of photography that deals with photographing crime scenes, corpses and evidences serving as a key part of police records for accidents and crime scenes. Forensic photographers must have the skills to utilize their cameras to capture a permanent visual record of any crime scene or accident. Their photographs must be detailed, and they must photograph every piece of evidence available at a scene. The final photographs can be used for evidence analysis and in court to attempt to prove or disprove what happened throughout the crime or accident. This course will utilize both lecture and lab activities. The photos are documented for use in investigations. Crime scene photographers are always allowed to enter the crime scene from the beginning in order to take detailed and accurate images. This course covers the operation of various photographic equipment and its application to criminal justice. Topics include cameras, analog and digital videography, proper light exposure, developing film and prints and preparing photographic

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evidence. Upon completion students should be able to demonstrate and explain the role of photography and proper film exposure and development techniques in crime scene investigation.

Pre-or corequisite: FSC 1010 with a grade of C- or higher.

## FSC 2700, 2701 - Forensic Science I: Evidence Response and Recovery - 4 credits

## Fall Semester

In this course, students will learn about the proper procedures surrounding documentation, field testing, search methods, and recovery of physical evidence as it pertains to the forensic sciences. Students will learn about the basic steps involved in processing a crime scene, including the collection and preservation of evidence, the documentation of the scene, and on-site field-testing methods. The course will cover the tools and techniques used by crime scene investigators, including the use of sketching, measurements, alternative light sources, and chemical enhancement techniques. Students will also learn about the importance of protecting the crime scene and preserving the chain of custody of evidence. Through lectures, discussions, and hands-on exercises, students will gain practical experience in the processing of crime scenes and the collection and analysis of physical evidence. They will also develop their critical thinking and problem-solving skills, as well as their ability to work as a team in a crime scene investigation.

Pre-or corequisite: FSC 1700 with a grade of C- or higher.

## FSC 2710 - Forensic Science II: Criminalistics - 4 credits

## Spring Semester

This course focuses on the analysis of physical evidence in the investigation of crime. Students will study the scientific principles and techniques used to analyze and interpret ballistics, fingerprints, trace evidence, and blood spatter. The course will cover the anatomy and mechanics of firearms, as well as the interpretation of ballistics evidence at crime scenes. Students will learn about the principles of fingerprint analysis, including the classification and identification of fingerprints, and the examination of latent prints. They will also study the analysis of trace evidence, including hair, fibers, and paint, and the interpretation of bloodstain patterns. Through hands-on laboratory exercises and real-world case studies, students will gain practical experience in the analysis and interpretation of physical evidence. They will also develop their critical thinking and problem-solving skills, as well as their ability to apply scientific principles to real-world situations. This course is designed for forensic science, criminal justice majors, and students with a strong interest in

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the field of criminalistics. Upon completion of the course, students will have a strong foundation in the analysis of physical evidence and will be prepared for further study and/or careers in the field.

Prerequisite: FSC 2700, FSC 2701 with a grade of C- or higher.

## FSC 3010 - Forensic Anthropology - 4 credits

## Every Other Year

Forensic Anthropology is the application of physical anthropology to law. Forensic Anthropologists are involved in the processing of skeletal materials, human decomposition, and forensic archeology. This class will review the concepts in biology, animal behavior, anatomy, and physiology as it pertains to legal investigations. By the end of the course, students will have a strong understanding of human skeletal anatomy, trauma, taphonomy, time of death estimates, appropriate techniques in archeological recovery, and ethical practice when working with and writing reports about human remains.

## FSC 3020 - Medicolegal Forensic Entomology - 4 credits

## Every Other Year

Medicolegal Entomology, a subcategory of Forensic Entomology, is the application of insect science to civil and criminal litigation as it pertains to neglect, abuse, and death. This class will review the concepts in biology, ecology, evolution, chemistry, and more that govern forensically relevant insect behaviors and taxonomy. By the end of the course, students will have applied the current science, techniques, and methodology in collection, preservation, and presentation of insect evidence as related to the court of law across Forensic Entomology with a particular emphasis on species of medico-legal importance.

## FSC 3500 - Junior Seminar - 1 credit

## Spring semester

This course design is to further foster the development of knowledge and skills used by professional scientists. The main goal is the production and delivery of professional quality written reports on current research. The knowledge discussed and accumulated in this course continues to enhance students' awareness and understanding of scientific inquiry. Extensive analysis of primary scientific literature is central to this course and provides practical experience in developing the skills of written communication used by all scientists.

## Prerequisite: Junior standing.

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## FSC 3700 - Crime Laboratory - 4 credits

## Every Year

This senior level capstone course provides students with a comprehensive overview of the operations and procedures of a fully accredited crime laboratory by building upon the skillset learned in previous Forensic Science, Biology, Chemistry, and Math courses. The course will cover the standard operating procedures (SOPs) that are followed in crime labs, including evidence intake, examination, analysis, and reporting. Students will study the ethical considerations that are involved in the practice of forensic science, including the proper handling and preservation of evidence, the reliability of laboratory methods, and the impartiality of examiners. They will also learn about the legal requirements for laboratory accreditation and the impact of accreditation on the admissibility of evidence in court. The course will also cover the preparation and presentation of expert witness testimony in court, including the role of the forensic scientist, the importance of clear and concise communication, and the preparation of demonstrative aids. Through case studies, literature review, and mock trials, students will have the opportunity to practice the skills and techniques that are necessary for success in a crime laboratory setting.

Prerequisites: Senior standing, and BIOL 2100, CHEM 2030, CHEM 2130, FSC 2700, FSC 2701, and FSC 2710 with grades of C- or higher.

## FSC 3800 - Special Topics in Forensic Science - 3 credits

## Every Other Year

Forensic Science is a broad spectrum of sciences as it pertains to civil, criminal, and other forms of law. This course provides students the ability to gain skills in a broad range of forensic sciences. The course content will vary in accordance with student interest and instructor expertise. All special topics courses will incorporate peer reviewed literature relevant to the forensic science topic chosen and include legal and ethical practice relevant to the field. At the conclusion of each special topics course, students will complete a practical where they need to write an appropriate case report and testify in a mock deposition incorporating skills acquired in the course.

## FSC 3900 - Senior Seminar in Forensic Science - 1 credit

## Fall Semester

This course design is to further foster the development of knowledge and skills used by professional scientists and engage in career preparation activities for Science Majors. The main goal is the production and delivery of professional quality oral presentations on

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current research. Extensive analysis of primary scientific literature is central to this course as it provides practical experience in developing the skills in oral communication used by all scientists. Students engaged in research projects also discuss their work/progress and problems that may be arising.

Prerequisite: 65 earned credits in the Forensic Science major.

## FSC 4000 - Research Communication - 1 credit

## Fall and Spring Semesters

Consists of supervised preparation, by the student, of a written report and an oral presentation based on their independent research.

Prerequisite: Permission of area instructor. Signature of faculty supervisor and Department Chair required. Strongly recommended that this be taken the semester after Independent Research 4010 but may be completed concurrently.

This course meets the General Education Active Learning requirement.

## FSC 4000-H - Honors Thesis - 1 credit

## Fall \& Spring Semesters

This course will give students an overview of the relevant scientific literature relating to their research project with an emphasis on evaluating, analyzing and reporting their research findings. After completion of authentic-research on a question/problem, either in the field, or in a lab on campus or off campus; or in libraries/internet; students will write-up research report and give a public oral presentation to the Science Department and others. Signature of faculty supervisor and Department Chair required.

Prerequisite: Honors Research. Ideally this course will be taken in the spring semester of the student's senior year. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4000 for Honors candidates.

## FSC 4010 - Independent Research in Forensic Science Research I - 1-3 credits

## Fall \& Spring Semester

Independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member's supervision. The student will be required to investigate literature in the field and gain understanding of the nature of the problem/question and methodology that will be

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used in investigation. Student will be required to do actual research in libraries or labs, onor off-campus. Signature of faculty supervisor and department chair required. This course meets the General Education Active Learning requirement.

Pre-requisites: Permission of area instructor. The project must begin no later than the fall ot the student's senior year.

## FSC 4010-H - Honors Independent Research - 3 credits

## Fall and Spring Semester

Familiar with relevant research in the discipline, an ability to identify valid data and the use to data to drive decisions will be achieved through independent research on a topic of current interest. Principles of both literature and experimental (field or laboratory) and/or theoretical research are performed under a faculty member's supervision. The student will be required to do authentic-research on a question/problem, either in the field, or in a lab on campus or off campus. Signature of faculty supervisor and Department Chair required. Students may not take this course more than one time for credit. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4010 for Honors candidates.

Prerequisite: Honors candidate and permission of advisor. The project must begin no later than the fall of the student's senior year.

## Graphic Design (GD)

## GD 1500-Digital Essentials-3 credits

## Fall Semester

This course introduces the essential industry software programs for the visual artist: Adobe Photoshop, Illustrator, InDesign and XD. In addition to exploring each program individually, students learn how to integrate them in stages culminating in a final, production ready document.

This course meets the General Education Arts Breadth requirement.

## Studio Class: (meets for 5 hours/week)

## GD 2100 - Data Storytelling \& Visualization - 3 credits

Fall Semester

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Data Visualization is increasingly important in this era where the use of data is growing in many different fields. This course introduces students to the principles of design and techniques. Students will learn to evaluate the effectiveness of visualization designs, and think critically about each design decision, such as choice of color and choice of visual encoding. Learn how to develop the industry's best practices and determine the best way to present a data set visually. Students will create their own data visualizations and learn to use Open-Source visualization tools. (Same course as CS 2100).

## GD 2500 - Graphic Principles I-3 credits

## Spring Semester

This course is the first in a series of courses introducing creative brainstorming techniques for visual problem solving along with sustainable issues. Through experimentation with the Elements and Principles of Design, students will gain knowledge of processing information into solid design concepts.

Prerequisite: GD 1500.

## Studio Class: (meets for 5 hours/week)

## GD 2575 - Web Design and Development - 3 credits

## Spring Semester

The Web is a universal tool in today's communication where designers can express their conceptual skills. This studio allows students to learn web design software, the principles of web design, prototyping tools, testing and development of frameworks in the web environment while developing site navigation. Technical aspects of page design using HTML and CSS, responsive site construction and aesthetics will be explored.

Prerequisite: GD 1500.
Studio Class: (meets for 5 hours/week)

## GD 2797 - Digital Photography - 3 credits

## Spring Semester

Combining traditional techniques and contemporary digital technology, this course will seek to realize new aesthetic possibilities in photography. Students will photograph assignments designed for manipulation and enhancement in the digital darkroom and produce a final portfolio. A digital or 33mm camera is required. (Same course as SA 2797).

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Pre- or Corequisite: GD 1500 or SA 1775.

## GD 3450 - Internship/Professional Practice - 3 credits

## Fall/Spring/Summer Semesters

The internship program provides Graphic Design and Studio Arts majors with experience in a professional environment, helping to prepare them for entry into the job market. As members of a design team, interns put their technical and creative knowledge to work and have the opportunity to make professional connections within the design community. A minimum of one hundred and twenty (120) hours is required on the job. Although students are responsible for their own placement, direction and assistance is provided by the faculty and the Director of Career Services. All fieldwork is subject to prior approval by the Department Chair.

## This course meets the General Education Active Learning requirement.

Prerequisite: Graphic Design and Studio Art Students must have earned at least 90 cumulative credit hours and a GPA of 2.85 in major or higher in order to participate.

## GD 3500 - Graphic Principles II - 3 credits

## Fall Semester

This class explores research methodologies from the designers' point of view. Students are challenged to develop strong and creative problem-solving skills for efficient communication.

Prerequisite: GD 2500.
Studio Class: (meets for 5 hours/week)

## GD 3555 - The Art of Typography - 3 credits

## Fall Semester

This studio class examines the evolution of typography, type design, the anatomy of type, identifications, classifications and their proper use. Experimentation with typographic arrangement, hierarchy, expression, contrast, rules of legibility, readability and style - key aspects of type use and typographic decision making - are explored.

Prerequisite: GD 2500.

## Studio Class: (meets for 5 hours/week)

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## GD 3700-2D and 3D Animation-3 credits

## Fall semester

Using an open-source software for 2D and 3D modeling, animation, compositing, and postproduction. This course gives an overview of industry software and industry production techniques. Specific techniques, such as scene layout and modeling, sculpting, texturing, and shading, 2D and 3D animation, character rigging, dynamic simulations, rendering, and game engine exporting. Students will gain the control and the skills you need to create professional artwork for multiple platforms: web, games, movies, and animation.

Prerequisite: GD 1500.

## GD 3755 - The Art of Typography II - 3 credits

## Spring Semester

An advanced course that tackles more complex typographical problem-solving projects by exploring hierarchies and formal compositions using type as an element with the goal of helping students develop a personal typographic "voice".

Prerequisite: GD 3555.

## GD 3765 - Editorial Design - 3 credits

## Fall Semester

This course focuses on the more difficult problems involved in producing high-quality work combining your abilities for creative typography, smart layouts and clever compositions.

Prerequisite: GD 3500.

## GD 3780 - Web Design \& Development II - 3 credits

## Fall Semester

In this course students continue their journey from initial consultation and discovery through content strategy and (UI) User Interface, (UX) User Experience considerations, to development, content creation, design, testing, for a modern, accessible, standardscompliant website and launch.

Prerequisite: GD 2575.

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## GD 3785 - Vector Graphics - 3 credits

## Fall Semester

This is an advanced course in Adobe Illustrator and includes more difficult techniques such as illustrations comprised of shapes, blending modes, and gradient mesh. Projects will be constructed entirely in Illustrator and/or with imported images from Adobe Photoshop using filters, posterizing, live trace, or hand tracing of images for conversion to vector based art. The use of Typography in Illustrator will be employed in producing quality projects for the portfolio.

Prerequisite: GD 3500.

## GD 3787 - Motion Graphics - 3 credits

## Spring semester

This course provides students with core techniques for working efficiently in Adobe After Effects creating digital visual effects, motion graphics, and compositing. Gain essential industry elements of the interface to visually engage your audience. Students will acquire thecomplete fundamental understanding of After Effectsand will be able to create their ownvisual effectsandmotion graphics that could be used for film, video games and the web with the tool that is so versatile to accomplish almost any creative vision.

Prerequisite: GD 1500.

## GD 3790 - Strategic Branding, a Comprehensive Approach - 3 credits

## Spring Semester

In this studio course, students create identity systems and applications for a specified company or organization. Students will explore brand basics, the brand process, and the best practices for building a brand identity. Students explore the differences among branding for all types of corporate entities: product-driven companies, service-driven companies, nonprofit organizations, and civic and governmental institutions. The work is intended for inclusion in the final portfolio.

Prerequisite: GD 3500.

## Studio Class: (meets for 5 hours/week)

## GD 3795 - Package Design - 3 credits

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## Fall Semester

This course provides a comprehensive introduction to practical and professional information for creating packaging designs that serve as the marketing vehicles for consumer products. Students receive real-world advice, step-by-step descriptions of the creative process, and allimportant insights into the stakeholders, the design process, and the production process.

Prerequisite: GD 3500.

## Studio Class: (meets for 5 hours/week)

## GD 3980 - Visual Arts Seminar - 3 credits

## Fall Semester

The capstone course for the Graphic Design and Studio Arts majors focuses broadly on the nature of an integrated perspective on the arts, with specific attention to the various visual arts, such as graphic design, studio art and photography. It provides an opportunity for students to articulate their own informed philosophies of art while synthesizing prior learning and experience. The course will focus on contemporary issues in the arts; for instance, public art, government funding, censorship, appropriation, and the making of judgments regarding the role of art in society. This course is the required capstone course for Graphic Design and Studio Art majors and is open to all other majors. (Same course as SA 3980).

Prerequisites: SA 1775, SA 1790, any 2000-level GD or SA course, and junior standing.

## GD 4050 - Independent Studio: Graphic Design - 1-8 credits

## Fall and Spring Semesters

See description in Academic Policies \& Procedures section of this Catalog, under Independent Study.

## GD 4570 - Personal Branding for Social Media - 3 credits

## Spring Semester

This comprehensive course teaches the key digital marketing skills required for the modern work place. We will explore how to craft a strong, authentic personal brand that's consistent across multiple social media platforms. Learn how to create a profile that's tailored to your ideal industry, craft compelling content, and target your audience on top social media platforms.

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## Prerequisite: Limited to Graphic Design and Studio Arts Seniors.

## GD 4650 - Portfolio Development - 3 credits

## Fall Semester

This course addresses the dynamics of preparing a professional portfolio. Students will combine self-knowledge, with high caliber design materials, writing with interview techniques and industry knowledge to create a unique presentation of their work. The student will compile a fully-integrated digital portfolio and promotional materials and prepare for successful employment. All students are expected to join AIGA and are required to participate in the AIGA Portfolio Night (Same course as SA 4650).

Prerequisites: Senior Standing for GD and SA Majors Only.

## GD 4900 - Senior Design Project - 6 credits

## Spring Semester

The senior degree project will include the execution of a high- quality original body of work in the second semester of the fourth year, generally including a large body of work for display in the Graphic Design Senior Exhibition. This course is taught in a mentor/student format.

Prerequisite: Limited to Graphic Design Seniors.

## GD 4900H - Senior Degree Project Honors - 6 credits

## Spring Semester

This honors senior degree project class will include the execution of a high-quality original body of work in the second semester of the fourth year, generally including a large body of workfor display in the Graphic Design Senior Exhibition. Students seeking to achieve departmental honors will work with a faculty mentor to develop proposal and project selection.

Prerequisite: Graphic Design Senior with a GPA of 3.3.

## General Education (GEN)

## GEN 1000 - First Year Inquiry - $\mathbf{3}$ credits

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## Fall and Spring Semesters

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

## GEN 1001 - Curry Launch - 1 credit

## Fall Semester

The 1 credit Curry Launch Seminar is designed to assist first year students with the transition to the college experience. Students will be introduced to the methods and resources to promote success in college and have opportunities to discover how they learn, relate, and make choices. Topics will focus on the purpose and value of higher education, academic development, organizational skills, Curry's course learning management system, Curry's electronic portfolio system, and wellness topics such as stress management, drug abuse, sexual assault, relationships, and personal well-being. Campus life and support systems for academics and wellness will be introduced.

The course satisfies the General Education Wellness Requirement. NOTE - Open only to first yearstudents.

## GEN 2200 - Introduction to International Studies - 3 credits

## Spring Semester

This course positions the contemporary international status quo as the product of known and generally predictable factors. It provides students with foundational learning in world regional geography, world history, and world politics so that they acquire the knowledge to identify patterns in international events, the influence of international structures and systems, and proximate and ultimate causes of international crises and problems. The course builds on these foundations with case studies that introduce students to economic, cultural, and social issues while applying macro and micro-level analyses to the actions of nation- states, non-state actors, peoples, and individuals.

This course satisfies the General Education International/Global Interdependence requirement.

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## GEN 3001-Gen Ed Capstone-3 credits

## Fall and Spring Semesters

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

Prerequisites: At least one course in each General Education Breadth area: Sciences, Arts, Humanities, and Social Sciences.

## Public Health \& Wellness (HW)

## HW 1000-Personal Health - 3 credits

## Fall and Spring Semesters

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

This course meets the General Education Wellness requirement.

## HW 1001 - Principles of Public Health \& Wellness - 3 credits

## Fall Semester

This course introduces students who are interested in Public Health \& Wellness to the disciplines of Public Health, Health Education, and Health Promotion. Emphasis is place on the history of public health, health status, health care philosophy, health and wellness, chronic and infectious diseases, health-related behavior, and health theories and program models. Students will learn skills that are essential to ensure success in the Public Health \& Wellness program including learning to use library databases and writing a review of health-related literature.

HW 1500 - Stress Reduction Based Mindfulness - 3 credits

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## Offered periodically within a 3-year academic cycle

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

## HW 2000 - Foundations of Community Health Education - $\mathbf{3}$ credits

## Fall Semester

This course is designed for health majors and others interested in the promotion of health behavior and lifestyles, which contribute to the reduction of risk factors associated with human morbidity and mortality. Emphasis is placed upon complex community health issues and settings, as well as disease prevention and prolonging life. Topics include, but are not limited to, historical perspectives of community health, local health departments, solving community health problems, community health; methods \& materials, chronic disease, communicable disease, safety education, mental health environment, health $\&$ sanitation, radiological health, and organization $\&$ administration of official, voluntary and private agencies.

Pre or Co-requisites: HW 1000 and HW 1001, or permission of the instructor.

## HW 2010 - Health Education, Behavior, and Promotion - 3 credits

## Spring Semester

This course will allow the student to develop health education curricula and teaching strategies for individuals and groups across the life span and in a variety of settings. Based on an understanding of the breadth and depth of health education content and the health educator role, responsibilities and competencies, students will explore curricular design theory, health education need assessments, instructional strategies, learner characteristics, teaching materials and aids, learning environments, and evaluation methods. Health education ethics will also be explored.

Pre or Co-requisites: HW 1000 and HW 1001, or permission of the instructor.

## HW 2150 - Introduction to Holistic Health - 3 credits

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## Offered periodically within a 3-year academic cycle

This course will introduce and explore the concepts of holistic health and its philosophical underpinnings. Sample issues include trends in holistic health care, the science of holistic health, views of health and wellness, examination of the impact of Western and nonWestern values and belief systems, creation of healthier workplaces with holism, critical assessment of research and evaluation of treatment options. Selected integrative health modalities will be explored. Issues will be studied with both a personal wellness focus and a focus on working with health care consumers for wellness promotion. Discussion, writing, reading, and reflective practice will be the main learning activities. It is recommended that the student have completed HW 1000 prior to taking this course.

## HW 2200 - Social Determinants of Health - 3 credits

## Fall Semester

This course is designed to provide students with an understanding of the social determinants of health and their influence on population health. The course will utilize the concepts of social justice as the underpinning of an understanding of the social determinants of health. It is designed to expand students' perceptions of the causes of and solutions to the health challenges facing the United States and globally. The course will focus on developing an understanding of the influence of public policy in diverse spheres on population health. Students will develop an understanding of the policy making process and how health promotion specialists advocate for health-enhancing policies on the local, state, and national level.

Pre or Co-requisites: HW 1000 and HW 1001, or permission of the instructor.

## HW2300-Environmental Health - 3 credits

## Spring Semester

This course is designed to introduce the learner to relationships between the global environment and the health of individuals, communities, and populations. Topics to be explored include but are not limited to environmental epidemiology, the influence of various agents (e.g., toxins) on the environment, the impact of pollution on the air, water, and the land, and the effect of local, state, national, and international policy on the condition of the environment. The learner will explore and discuss issues pertinent to environmental health with the aid of documentaries (e.g., An Inconvenient Truth with Al Gore), case studies, group discussion, and a final project that incorporates the principles of social justice.

Prerequisite: HW 1000, HW 1001, or permission of the instructor.

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## HW 2500 - Global Public Health - 3 credits

Why are some people in different countries around the world healthier than others? This course will explore health and well- being around the world as it has been shaped by individual, community, economic, and political landscapes. Students will learn about a variety of topics including the critical global health concepts, social determinants that shape health and well-being, the effect of poverty, burden of disease globally, global health care systems, human rights, aspects of demography and health, and an introduction to culture and its influence on health.

Pre or Co-requisite: HW 1000 and HW 1001, or permission of the instructor.

## HW 2520 - Nutrition - 3 credits

## Fall and Spring Semesters

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

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

## HW 2600-Global Health Abroad - 3 credits

This short-term study abroad course will take students abroad to provide them with a firsthand glimpse into the dynamic ways in which another country approaches healthcare and public health. It will serve as an opportunity for students to learn about how other nations prioritize health services and equitable care, with a primary focus on universal healthcare. This course will consist of a combination of coursework at Curry and field visits to health facilities and programs in the destination country. Students will spend time preparing for our visit by learning about the destination country's healthcare system and health successes through readings and instruction. Once abroad, students will witness the healthcare system in action by visiting local hospitals, clinics, and various other public health organizations as they explore the country's rich culture and history. During the visits students will learn about health services provided and agencies whose mission includes health promotion and disease prevention. Students will leave this course experience with a more diverse perspective on global public health and will be able to compare another country's health practices and system with that of the United States.

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This course meets the General Education International/Global Interdependence requirement.

## HW 3000-Introduction to Epidemiology - 3 credits

## Fall and Spring Semesters

This course introduces the student to the distribution, frequency, and determinants of patterns of disease and health conditions in various human populations.

Pre or Co-requisites: MATH 1150, HW 1000, HW 1001, HW 2200, and HW 2500 or permission of the instructor.

## HW 3005 - Public Health Advocacy and Policy - 3 credits

This course introduces the learner to the role of policies, policymaking, and advocacy in public health and health care in the United States and internationally. Topics for this course include historical and current public health policy and advocacy campaigns (e.g., civil rights, environmental policy, the labor movement, the New Deal, Medicare/Medicaid, etc.), access, quality, cost and delivery of US health care, and management and leadership. Students will focus on privately and government financed insurance programs (e.g., Medicare) and emphasis will be placed upon both the favorable aspects and challenges of the Affordable Care Act. Students will be required to become familiar with writing policy memos for individuals, communities, and/or populations.

Pre or Co-requisites: HW 1000, HW 2200 or permission of the instructor.

## HW 3010 - Senior Seminar in Public Health \& Wellness - 3 credits

## Spring Semester

The capstone course is designed to be the culminating academic experience for Public Health \& Wellness majors. In this course, students will review important material from major coursework.

Pre or Co-requisites: HW 1000, HW 1001, HW 2000, HW 2200, HW 2500, and HW 3005, or permission of the Instructor.

HW 3020-Current Issues in Health \& Wellness - 3 credits
Offered periodically within a three-year academic cycle

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

Prerequisite: HW 1000.

## HW 3050-Race, Class, Gender and Health - 3 credits

## Fall Semester

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

## This course meets the General Education Diversity requirement.

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

## HW 4560 - Senior Practicum in Health - 3-9 credits

## Spring Semester

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

Prerequisites: HW 1000, HW 1001, HW 2000, HW 2010, HW 2200, and HW 3000.

## HW 4560SM - Senior Practicum in Health - 0 credit

## Spring Semester

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

# Information Technology (IT) 

## IT 2212 - Cybersecurity Awareness - 3 credits

## Offered periodically within a three-year academic cycle

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

## IT 2216 - Network Security - 3 credits

## Spring Semester

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

Prerequisite: IT 2210 or permission of instructor.

## IT 3450 - Internship and Seminar - 3 credits

This course is required for all students completing a technology internship and must be taken during the semester of the internship. Students must arrange an internship with the assistance of the seminar instructor. In addition to spending time each week on their internship, students will integrate their weekly on-campus course meetings and assignments, discuss practice based learning, review their internship experience, and document their learning in this weekly seminar.

This course meets the General Education Active Learning requirement.

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## IT 3800-Topics in Technology - 3 credits

## Spring Semester

This course is designed to have students explore and dis- cuss; through guided topics, the growth of technology in our society. Technology has a global impact on our world. The United States and other countries are working towards technological advances and also dealing with the Impact of technology on our economy, environment, and educational systems, to name a few. Students will read articles, watch videos, research topics and create journals in the form of discussion boards and blogging.

## This course meets the General Education International/Global Interdependence requirement.

## IT 3805-Technology Seminar-3 credits

## Fall Semester

Technology seminar challenges students toward the end of their program of study to reflect, organize, synthesize, and communicate their accumulated knowledge concepts and skills learned in courses across the curriculum. This course will prepare students for their senior capstone project. The course will focus on conducting a literature review, identifying and summarizing IT related topics and collecting and analyzing data, proposal and analysis writing, research design, and presentation skills. Take part in various on-line seminars offered by professional organizations that target the changing needs in the IT field. Students will work as tutors for 1000 and 2000 level Applied Technology courses. Students will refine their major portfolios as well as practice and learn professional etiquette skills.

Prerequisite: 9 credits in AC or IT courses.

## IT 3900 - Senior Seminar: This is IT! - 3 credits

## Spring Semester

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

This course meets the General Education Active Learning requirement.

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

## Italian (ITAL)

## ITAL 2496-Italian Cinema-3 credits

## Spring Semester

This course will examine the artistic, historical, and cultural themes of Italian cinema from neo-realism to the present. It focuses on film as a vehicle of communication through which themes in Italian culture are explored. Taught in English. All films have English subtitles. (Same course as COM 2496).

This course meets the General Education International/Global Interdependence requirement.

Prerequisite: Sophomore standing or departmental approval.

## Mathematics (MATH)

## MATH 1000 - Problem Solving Strategies in Mathematics - 3 credits

Fall and Spring Semesters
This course introduces students to the processes by which mathematicians define, approach, present, and critique solutions to real-world problems. The focus is on using deductive and logical reasoning to solve problems.

This course does not satisfy the General Education First Year Core Quantitative Literacy requirement.

Prerequisites: Math Assessment Performance or permission of instructor.

## MATH 1142 - Statistics Problem Solving Recitation - 1 credit

## Fall Semester

This course can be taken concurrently with a standard Statistics I course to provide an additional 1-credit of supplemental instruction. In the recitation, students are supported as they explore the collection, organization, analysis, and inference of data in multiple contexts through statistical methods.

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Prerequisite: Qualifying score on the Mathematics Placement Assessment.
Corequisite: MATH 1150.

## MATH 1150 Statistics I-3 credits

## Fall and Spring Semesters

Explores the collection, organization, analysis, and inference of data in multiple contexts through statistical methods. Requires students to discuss quantitative results, interpret multiple representations (symbolic, graphical, numerical, verbal) of quantitative information, and solve problems using quantitative methods, particularly linear regression and correlation, the construction of confidence intervals, and tests of hypotheses.

This course meets the General Education First Year Core Quantitative Literacy requirement.
Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

## MATH 1190 - College Algebra - 3 credits

## Fall and Spring Semesters

This is a mathematical preparation for management, science, social science, and psychology. Emphasis on developing problems and solutions: mathematical modeling. Algebra concepts will be extended to graphs, percentages, and setting up and solving equations (linear and quadratic). Introduction to functions: polynomial, logarithmic and exponential. Applications include rate, time and distance problems, interest , cost analysis, demand and supply, and growth and decay processes.

Not available to students who have completed MATH 2140.
This course meets the General Education First Year Core Quantitative Literacy requirement.
Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

## MATH 1550 - Quantification in School Mathematics - 3 credits

## Spring Semester

This course engages students in analyzing the structure of school mathematics, particularly the domain of numbers and numeration and measurement. Students explore systems of numeration, properties of number systems, and the conceptual underpinnings of arithmetic

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and computation from an advanced perspective. The development of problem-solving strategies and the clear communication of mathematical ideas are emphasized throughout the course. Students are challenged to present mathematics content in a variety of ways, particularly through scaffolding conceptual development from concrete to abstract representations. This course provides a college-level treatment of content areas of interest to prospective educators and to others interested in a survey of modern mathematical ideas. This course is required for Early Childhood Education, Special Education and Elementary Education majors.

This course meets the General Education First Year Core Quantitative Literacy requirement.
Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

## MATH 2130 - Calculus I-3 credits

## Fall Semester

Introduction to differential and integral calculus, stressing applications of calculus to significant classes of real-world situations, with examples from the natural, social, and behavioral sciences.

This course meets the General Education First Year Core Quantitative Literacy requirement.
Prerequisite: MATH 1190, or equivalent background.

## MATH 2140 - Calculus II - 3 credits

## Spring Semester

Continuation of MATH 2130. Includes transcendental functions, applications of integration, probability density functions, Taylor's series, and differential equations.

Prerequisite: MATH 2130.

## MATH 2150 - Statistics II - 3 credits

This is a course in statistical inference that continues the study of estimation and hypothesis testing introduced in Statistics I. Topics include inference for means and proportions, oneand two-way tables for categorical data, analysis of variance, inference for simple regression and correlation, and an introduction to multiple regression.

Prerequisite: MATH 1150.

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## MATH 2160- Discrete Mathematics - 3 credits

## Offered periodically within a three-year academic cycle

This course explores widely applicable mathematical tools for computer and information science, including topics from logic, set theory, combinatorics, number theory, probability theory, and graph theory. It includes opportunities for students to practice reasoning formally and proving theorems.

Prerequisite: Completion of General Education Quantitative Literacy core course.

## MATH 2200-History of Mathematical Inquiry - 3 credits

## Offered periodically within a three-year academic cycle

The domains and structure of modern mathematics were generated over the course of many centuries and through a variety of cultures. The development of mathematics occurred alongside the development of physics and astronomy, and provides inspiration to students of different disciplines. This course surveys major mathematical developments beginning with the accomplishments of the ancient Egyptians and continues up to the 17th century, when the basis of modern Calculus was set. This course considers how these developments have been influenced by the cultures and needs of different civilizations.

## This course meets the General Education International/Global Interdependence requirement.

Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

## MATH 2300 - Foundations of Proof - 3 credits

## Offered periodically within a three-year academic cycle

This course introduces students to the foundational skills and techniques in mathematical proof. There will be significant discussion centered around "the proving process," regarding both its technical and creative aspects. Topics include rules of reasoning, deductive proof methods, and induction.

Prerequisite: MATH 1190 or MATH 2130 or permission of instructor.

## MATH 2550 - Number Theory and Relationships for Teachers - 3 credits

Fall Semester

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This course builds and elaborates upon basic concepts introduced in MATH 1550. Topics include number theory, functions and algebra. The course focuses upon investigation and problem solving and involves the use of relevant manipulatives and technology. Emphasized are clear communication of mathematical ideas and an understanding of the connectedness of these ideas within and between mathematical concepts. This course is designed primarily for students preparing to teach elementary and middle school or work with children.

Prerequisite: MATH 1550.

## MATH 2900 - Independent Research in Mathematics Education - 1-3 credits

Individual, independent research on selected topics in mathematics education.
Prerequisite: Students must have at least a 3.0 average in the subject area in which they seek to work and at least a 2.7 cumulative average, and Instructor Permission.

## MATH 3120 - Calculus III - 3 credits

## Offered periodically within a three-year academic cycle

This course is an introduction to the calculus of functions of several variables. It begins with studying the basic objects of multidimensional geometry: vectors and vector operations, lines, planes, cylinders, quadric surfaces, and various coordinate systems. It continues with the elementary differential geometry of vector functions and space curves. After this, it extends the basic tools of differential calculus - limits, continuity, derivatives, linearization, and optimization - to multidimensional problems. The course will conclude with a study of integration in higher dimensions, culminating in a multidimensional version of the substitution rule.

Prerequisite: MATH 2140.

## MATH 3130-Operations Research - 3 credits

## Offered periodically within a three-year academic cycle

Optimization of linear functions: linear programming, simplex method, transportation, and network problems. Optimization of non-linear functions: unconstrained optima, constrained optima and Lagrange multipliers, Kuhn-Tucker conditions, calculus of variations, and simulations. Poisson processes, Markov chains, and queuing theory are covered at the end of the semester.

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## MATH 3150 - Statistics III-3 credits

## Spring Semester

This course builds upon topics covered in Statistics II, particularly multiple regression and analysis of variance, and completes the transition to the use of statistical software for data analysis. Topics in multiple regressions will include polynomial regression, the use of dummy variables, model building, and variable screening methods. Two-way ANOVA and the design of experiments will be covered, and topic(s) will be selected from the following: logistic regression, time series modeling, and nonparametric tests.

Prerequisite: MATH 2150.

## MATH 3175 - Modern Algebra - 3 credits

Offered periodically within a three-year academic cycle
This course is an introduction to algebraic systems, definitions, and basic properties. There is an emphasis on group theory and a brief survey of rings, fields, and polynomial rings over a field.

Prerequisite: Any 2000-level MATH course. Students are encouraged to take MATH 2300 first.

## MATH 3200 - Mathematical Modeling - 3 credits

## Offered periodically within a three-year academic cycle

The focus of this course is on mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. The main goal of the course is to introduce students to both deterministic and probabilistic techniques useful in the mathematical description of physical events and situations. The main topics will be regression analysis, dimensional analysis, modeling with ordinary differential equations, and discrete and continuous methods of probabilistic modeling. Emphasis is on the use of models to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.

Prerequisite: MATH 1150, experience with calculus concepts is recommended.

## MATH 3250 - Pedagogy and Specialized Instruction in Mathematics - 3 credits

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## Spring Semester

This course emphasizes the factors that contribute to creating effective learning environments for increasing conceptual development in mathematics. Using content in geometry, measurement, probability, data analysis, and statistics as illustrative examples, students will design a unit of study that is developmentally appropriate for the population of students with whom they intend to work. Students will be charged with broadening and deepening their own college-level understanding of the content in an effort to both utilize data for instructional decision-making and to identify the structure and relationships between ideas that they will communicate to students. In addition, effective instructional methods, formative and summative assessment techniques, and intervention strategies will be explored. (Same course as ED 3250).

This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements.

Prerequisites: MATH 1550, MATH 2550.

## Management Information Systems (MIS)

## MIS 1010 - Managing with Information Systems - 3 credits

## Fall and Spring Semesters

This course teaches students about the manager's role in designing information systems that truly satisfy the information needs and strategies of the business. It teaches students how to effectively manage information and information systems. Some management efforts involve interviewing stakeholders to analyze a business challenge from different perspectives and map the steps of a business process that could solve the problem. This task leads to the identification of information requirements that should to be fulfilled by the proposed solution, as well as the assessment of how these requirements vary across management levels or functional areas. Students will learn how to map and design the flow of information requirements in business processes using appropriate software tools. Students will also learn about developments in technologies such as databases, artificial intelligence, ERPs, CRMs and collaborative project management tools. This is followed by students learning how to strategically evaluate these technologies and determine which may support the information requirements of a given situation.

## MIS 2010 - Systems Analysis and Design - 3 credits

Modern organizations are continuously striving to improve their operational efficiency

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

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

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

## MIS 2030 - Electronic Commerce - 3 credits

This course provides a strong grounding in the concepts of electronic commerce and the process of selling products and services online. We will examine the technology of the internet and the emerging business models enabled by the Internet. This course will also teach students who are not programmers how to design and develop a simple e-commerce web application so that they have a better understanding of the issues associated with web development. Students will also learn about the key dimensions of e-commerce security and

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how technology can help secure internet communications channels and organizational data. We will discuss the features and functionality of electronic billing payment systems and consider the ethical, social and political issues raised by e-commerce. Through these experiences students will gain an appreciation of the critical role that technology plays in bringing innovative products and services to the digital marketplace and enhancing the digital customer experience.

This course meets the General Education International/ Global Interdependence requirement for all majors.

## MIS 2050 - Data Mining, Artificial Intelligence and Machine Learning - 3 credits

## Fall Semester

Artificial intelligence and machine learning are invaluable technologies with applications as diverse as recommending products and services to buy as Amazon and Netflix do, detecting fraudulent financial transactions, predicting the best modes of marketing to an individual customer, understanding the dynamics of social justice movements and personalizing medical treatments based on a tumor's unique genetic profile. In this course, students will learn about the important role that data plays in artificial intelligence and machine learning. They will learn how a machine can learn from data and experience to find new insights, make predictions and improve performance of a given task. The course will provide an overview of two major areas of machine learning. Students will first learn about how when given a set of inputs and outputs, supervised learning models can make predictions about future outputs. Second, they will learn about unsupervised learning models that can find underlying patterns and clusters in the data. Students will also learn how to apply the tools of machine learning to build basic models that can be used to make predictions and find data patterns. The relevance of artificial intelligence and machine learning to a wide range of areas will be extensively discussed.

## MIS 2060 - Coding for Business Analytics - 3 credits

## Every Other Year

Modern managers and business users cannot only rely on pre-built reports to make decisions. Nowadays, they must understand where the business data was extracted from, its nature, how it was transformed, and the strengths and limitations of the analytics techniques utilized. New packages and libraries in programming languages allow decision makers to do complex analysis. Consequently, decision makers require an understanding of the programming upon which this modern "live" analytical decision-making process lies. This course focusses on coding as the component that binds the collection, exploration, transformation, analysis and visualization of data. Students will use coding to extract

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business data from diverse data sources (APIs, webpage scraping), explore and visualize the data, preprocess/transform data into a format suitable for data mining and convert data into useful business information. Students will learn how to build code to analyze business data using statistical modeling packages, machine learning, text processing/analytics, and social network analytics Students will hone their skills through a variety of business application assignments and coding exercises. Business cases and examples of use within business will assist students to understand the applicability of the concepts and techniques within the corporate world. No prior experience in coding is needed.

Prerequisite: MIS 1010.

## MIS 3020-Gathering Business Intelligence from Structured and Unstructured Data-3 credits

## Every Other Year

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

Prerequisite: MIS 1010.

## MIS 3050 - Enterprise Systems Project Management - 3 credits

This course is designed to provide the student with a thorough understanding of the role that enterprise systems play in an organization. Enterprise systems are now essential infrastructure to both large corporate entities, as well as to small- to-medium (SME) organizations, as they remove the need to have a large number of separate individual computer-based applications. Enterprise systems include Enterprise Resource Planning (ERP) systems, Supply Chain Management (SCM) systems, Customer Relationship Management (CRM) systems, Business Analytics, and other business process applications, that integrate a range of various applications into a single package. In this course students

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will learn how to plan, implement, and manage the integration of enterprise IS. Students will also learn to manage enterprise IS projects including how to put together a project charter, define project goals, and develop project teams, schedules, and budgets.

Prerequisite: MIS 1010.

## Marketing (MRKT)

## MRKT 2000 - Marketing Analytics - 3 credits

## Fall Semester

This course will take a digitally driven approach to marketing analytics, an exciting field undergoing explosive growth and high demand. The course will emphasize the practical methods used to measure, manage and analyze consumer information. Topics covered will include making sense of the digital media landscape, demand forecasting and predictive analytics, performance evaluation, and Google Analytics. Upon completion of this course, students will have gained the knowledge and skills that directly translates to modern marketing practices.

## MRKT 2100 - Digital Marketing - 3 credits

## Fall Semester

Companies are increasingly shifting marketing efforts to digital platforms such as search engines, social media and mobile technologies. These technologies influence customers, consumer behavior, purchasing and have an impact on firm performance. It is important for students to understand various digital strategies and familiarize themselves with some of the technologies underlying them.

Prerequisite: MRKT 2520.

## MRKT 2110 - Sales Management - 3 credits

## Spring Semester

Designed to make students knowledgeable about the roles and methodology of sales and sales management. Investigates the traits, tactics, performance issues, roles and decisionmaking processes that enable men and women to become successful salespersons and sales managers. In-depth training will cover the business of finding potential customers,

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assessing consumer knowledge and customer attitudes, setting goals and quotas, designing and presenting effectively, winning buyer/corporate confidence and following critical decision-making areas that influence sales and ongoing relationships.

Prerequisite: BUS 1000.

## MRKT 2120 - Retailing Management - 3 credits

## Fall Semester

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

Prerequisite: BUS 1000.

## MRKT 2160 - Consumer Behavior - 3 credits

## Offered periodically within a three-year academic cycle

This course will introduce the student to the field of consumer behavior and thus the roles that consumers play in the market place. Marketers who understand the needs and wants of the consumer along with their decision-making process can create a marketing mix that will best serve the market, while increasing sales and profitability. The course will introduce the consumer decision process, with emphasis on consumer decision making, product/brand perception, learning, group influences, and marketing strategy implications.

Prerequisites: BUS 1000, MRKT 2520.

## MRKT 2520 - Marketing Management - 3 credits

## Fall and Spring Semesters

Develops an understanding of marketing problems and emphasizes the dynamics of successful decision-making. The vital relationships of selling, advertising, pricing, and channels of distribution are analyzed in the light of consumer and marketing behavior.

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Required for Business Administration majors.
Prerequisite: BUS 1000.

## MRKT 2790 - Principles of Public Relations - $\mathbf{3}$ credits

## Fall and Spring Semesters

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

## MRKT 3000 - Marketing Research - 3 credits

## Spring Semester

This course will introduce the marketing student to the areas of marketing research and marketing information systems. Coverage of marketing information system design and the marketing research process, including: research design and sources of information, data collection methods, sampling procedures, data analysis and interpretation, and the formal research report.

Prerequisites: MIS 1010, BUS 2150, MRKT 2000, MRKT 2520.

## MRKT 3100-Advertising Management - 3 credits

## Spring Semester

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

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## MRKT 3560 - Global Marketing Management - 3 credits

## Offered periodically within a three-year academic cycle

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

Prerequisites: BUS 1610, MRKT 2520.

## MRKT 3980-Senior Seminar: Marketing Policy - 3 credits

## Spring Semester

This course is designed to build upon previous learning outcomes and research assignments developed in all upper level marketing and business courses and provide a capstone experience for marketing majors by challenging them to apply the concepts, tools and techniques of strategic marketing to a series of case analyses and application of marketing strategies to develop a comprehensive marketing plan for an established or proposed company. Communication of such research and analysis will require students to prepare organized/structured written papers utilizing appropriate APA format and then present such findings to various audiences. Senior Standing Required.

Prerequisites: MRKT 2520, MRKT 2100, MRKT 3000.

## Music (MUS)

## MUS 1000 - Introduction to the Study of Music, Culture, and Society - 3 credits

## Alternate Fall Semesters

This course introduces students to the key objectives of and methods for examination of music as a social and cultural practice, considering the function of music and sound in ritual, in performance, in the global marketplace, in politics and protest, and in everyday life while highlighting some of the world's great performers and musical traditions. Beginning with an introduction to the formal elements of music, students then listen to varied global folkloric, popular, and classical styles, honing their critical listening skills through description and analysis of varied musical works. Finally, students consider how understanding and analysis of historical and cultural context as well as processes of cultural

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flows can afford insight into music's deeper meaning and significance. Treating music as a lens into history, politics, race, ethnicity, gender, and identity, this course will afford students with a flexible interpretive framework for encountering all music. Final projects will center on a musical artist, genre, practice, or scene of the student's choice.

## This course meets the General Education Humanities Breadth requirement or the General

 Education International/Global Interdependence requirement.
## MUS 1200 - Introduction to Digital Music Production - 3 credits

## Alternate Spring Semesters

This course introduces students to the theory and fundamentals of creating music using digital technologies. Emphasizing musical creation and application of software and hardware tools, the course comprises a series of hands-on learning projects which afford students with the opportunity to produce original music using a Digital Audio Workstation (DAW). In lectures, students learn the basics of recording and digital production technologies as well as music theory and composition; in labs, students then apply that knowledge to the creation of music in several genres including hip-hop, EDM, and scores for film and video games. This course will culminate in a concert experience, open to the Curry community, in which students share their compositions. Aiming to strike a balance between theory and practice, students will leave the course prepared to be lifelong learners and creators of music. This course requires a laptop.

This course meets the General Education Arts Breadth requirement.

Private Instruction in Music - $\mathbf{1 . 5}$ credits
MUS 1302, 2302, 3302 - Guitar
MUS 1303, 2303, 3303 - Piano
MUS 1304, 2304, 3304 - Piano-Jazz/Improvisation
MUS 1305, 2305, 3305 - Voice
MUS 1306, 2306, 3306 - Percussion
MUS 1307, 2307, 3307 - Strings
MUS 1308, 2308, 3308 - Winds $\&$ Brass
MUS 1312, 2312, 3312 - Composition

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## Fall and Spring Semesters

Weekly private lessons, 45 -minutes for 1.5 credits, beginning during the first full week of classes. Registration at the 2000 - or 3000 -level additionally requires at least two registrations at the previous level and permission of the instructor. Lesson times are arranged by contacting the instructor through the FAA office during the first two days of the semester.

This course may be repeated.
This course meets the General Education Arts Breadth requirement.

## MUS 2000 - Western Classical Music - 3 credits

## Alternate Fall Semesters

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

This course meets the General Education Humanities Breadth and Reading/Writing Enhancement requirements.

## MUS 2050 - Sound and Healing - 3 credits

## Alternate Spring Semesters

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

## MUS 2100-Traditions of Sacred Sound - 3 credits

## Alternate Fall Semesters

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

## MUS 2309 - Sing! The Curry College Choir - 1 credit

## Fall and Spring Semesters

Open to all students, Sing provides a safe and fun introduction to singing. We rehearse, perform, and reflect on a wide variety of a cappella and accompanied choral repertoire from many cultures and historical periods. The group rehearses twice a week, though some practice of parts with recorded materials outside of class time may be required. Music reading ability is not necessary to join. Course may be repeated. Fee.

This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/Global Interdependence requirement.

## MUS 2310 - Rock Band - 3 credits

## Spring Semester

Rock and popular music surrounds us. It is the musical language of millions of people around the world. In this course, students will be grouped into ensembles and learn about form, harmony, melody, texture, dynamics, and other elements of music as they make music together. Active listening will provide inspiration, but the focus of this course is encouraging creativity through making music together. Ensembles may combine with students of PMI Voice and/or Sing for performances. While there are no pre-requisites for this course, participants should have at least rudimentary playing ability on at least one instrument. This course may be repeated.

This course meets the General Education Arts Breadth requirement.

## MUS 2311 - Sing! The Curry College Choir - 2 credits

Fall and Spring Semesters

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Open to all students, Sing offers students an opportunity to not only participate in a dynamic choral ensemble, but contribute to its ongoing plans. This course challenges students to define the ensemble's brand, set goals, select repertoire, and write program notes. Sing rehearses, performs, and reflects on a wide variety of a cappella and accompanied choral music from many cultures and historical periods. The group rehearses twice a week, though some practice of parts with recorded materials outside of class time may be required. Music reading ability is not necessary to join. Course may be repeated. Fee.

This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/ Global Interdependence requirement.

## MUS 2313 - Sing! The Curry College Choir- 3 credits

## Fall and Spring Semesters

Sing offers an opportunity for students to apply their major to the challenges of leading and growing an arts organization. Students select and plan two to three special projects that may include leadership, personnel management, logistics, graphic design, publicity, recruitment, etc. Additionally, students in this course complete all of the assignments given to students in MUS 3309 and 3310, including selecting, rehearsing, and reflecting on music from a diverse body of cultures and historical periods. The ensemble rehearses twice a week, but additional planning meetings may be scheduled according to student availability and need. Fee.

This course meets the General Education Arts Breadth requirement, General Education Active Learning requirement, or General Education International/ Global Interdependence requirement.

## MUS 2315/3315-Small Ensemble/Band - 1.5 credits

## Fall and Spring semesters

Weekly coaching sessions of a 4- or 5-person small ensemble/band in popular, folk, jazz, and/or classical genres, 45 minutes for 1.5 credits, beginning the first full week of classes. Enrollment limited. To register and determine an appropriate section, a student initiates contact with the instructor through the Visual and Performing Arts office. Students can enroll as a pre-formed ensemble, or work with the office of Visual and Performing Arts to be placed in an ensemble. Group session times are arranged in consultation with the instructor through the VPA office during the first two days of the semester. This course may be repeated. Fee.

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This course meets the General Education Arts Breadth requirement.
Prerequisite: At least one semester of Private Music Instruction (PMI) at the 1000-level is required as a pre- or co-requisite. Registration at the 3000-level additionally requires at least two registrations at the previous level and permission of the instructor.

## MUS 2360 - Music Theory: Songwriting - 3 credits

## Alternate Spring Semesters

Music theory provides a unique opportunity for creativity. Sequential exercises in ear training, notation, analysis, and score reading are presented in the context of composing songs, allowing for personalized instruction and self-expression. Concepts of melody, harmony, and rhythm are reinforced through creative and analytical experiences.

This course meets the General Education Arts Breadth requirement.
Pre- or Corequisites: One semester of Private Music Instruction (any instrument, any level) or permission of instructor.

## MUS 2370-Jazz-3 credits

## Alternate Years

The investigation of the diverse aspects of jazz approached primarily from an historical perspective. Designed for the liberal arts student, the course involves extensive listening in and out of class, and when possible a class trip to a Boston area jazz event.

This course meets the General Education Humanities Breadth requirement.

## MUS 2430 - Music in Film - 3 credits

## Alternate Fall Semesters

Through a chronological survey of music in movies, students address the ways in which music and sound are used to persuade and manipulate audiences. Theoretical papers and writings present a variety of perspectives, which illustrate how music and sound effects are integral to the success of several feature length films. Academy Award winning musical scores and composers will be highlighted. Students will complete a series of hands-on-music- technology projects culminating in the composition of a brief film score.

This course meets the General Education Humanities Breadth requirement.

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## MUS 2450 - American Music - 3 credits

## Alternate Spring Semesters

This course will survey American music from colonization to the present, including popular, classical, jazz, folk, and electronic forms. International influences on the development of American "style" will play a key role in assigned readings, discussions, and research projects. This course will require a great deal of listening out of class to assigned music in addition to analytic readings, research, and a field trip to historically important musical sites in Boston. All students must demonstrate facility in online research techniques.

This course meets the General Education Humanities Breadth requirement and some sections may be Reading/Writing Enhanced.

## MUS 2510-Music of Latin America and the Caribbean - 3 credits

## Alternate Fall Semesters

This survey course explores diverse musical practices from Latin America and the Caribbean within a broad historical and cultural framework. Beginning with an introduction to indigenous, African, and European musical practices prior to colonization, the course then explores some of the varied folkloric, popular, and classical musical forms forged through processes of cultural mixing in the "New World." Examining the histories of countries including Mexico, Argentina, Brazil, and Trinidad and Tobago through the lens of their musics, students will gain comparative perspective on how connected but distinct histories and legacies of colonization, slavery, nationalism, migration, and globalization have affected and continue to affect musical practice and aesthetics in diverse contexts. This course will include a required field trip to Cambridge Carnival and/or live concert attendance when possible, and students will engage in reflective and analytical writing and discussions about how Latin American and Caribbean communities in the U.S. preserve, transmit, and transform musical heritage in the present.

This course meets the General Education Humanities Breadth requirement or the General Education International/Global Interdependence requirement.

## MUS 2550 - Music of the World - 3 credits

## Alternate Fall Semesters

Music is a cultural phenomenon, and though certain elements appear universal, interpretations vary. This course allows students to interact with world cultures while exploring, analyzing, and enjoying diverse soundscapes through recorded music, film and readings. Students will explore relationships between music and personal identity, race,

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gender, politics, and society. Assignments will include either an on-site field project in the Boston area or a library/computer-based research project. Topics will include popular, classical, and traditional styles from Polynesia, Africa, Latin America, Asia, Eastern Europe, and other locations. A critical discussion of the globalization and influence of western popular music will be a prominent theme.

This course meets the General Education International/Global Interdependence requirement.

## MUS 2610 - Concert Going in Boston - 3 credits

## Alternate Spring Semesters

This course will focus on the classical music world of Boston with some time spent on the jazz, pop and rock scene as well. There will be emphasis on the international origins as a tool for studying global connections and the importance to the social and cultural life of Boston. Students will examine the history of music in Boston and development of the world class Boston Symphony, the elite Boston and New England Conservatories as well as the establishment of the Berklee College of Music, the leading school of its type in the world. Students will learn about music, the training of musicians, concert protocol, what makes a great hall, the business of concerts and how most of these local institutions have been based on European models. The course will be a combination of lectures, guest speakers, and concerts in the classroom and off-campus. Busing Fee.

## This course meets the General Education Humanities Breadth requirement or the General Education International/Global Interdependence requirement.

## MUS 2620 - Global Popular Music and Media Cultures - 3 credits

## Alternate Spring Semesters

This course examines diverse global popular music forms, genres, cultures, and scenes while introducing students to the basic research practices of ethnomusicology and popular music scholarship. Exploring popular music - defined as music that appeals to a large audience and is disseminated through mass media - as a medium affording insight into not only culturally specific histories, practices, and aesthetics, but also into transnational processes of globalization, cultural homogenization, and cultural differentiation, students will learn to recognize varied global popular forms while also considering how such forms have been shaped by technological proliferation, the music industry, and other global flows of people, culture, and capital. This course will include live concert attendance when possible, and will culminate in the production of a podcast through which students share research on a global popular music form for a broad audience.

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## This course meets the General Education Humanities Breadth requirement or the General Education International/Global Interdependence requirement.

## MUS 2650 - The Musical: Discovering Diversity - 3 credits

## Alternate Fall Semesters

This course will focus on Broadway and Hollywood musicals with emphasis on its multicultural and international origins as a tool for studying diversity. Students will analyze the influences of European operetta on American musical entertainment including vaudeville, the Golden Age of musicals, rock musicals, mega musicals and shows with serious social messages. Discussions will include the standard form of musicals, types of song and dance, prominent performers and creators and the most significant musicals of each era. Attention will be given to the importance of immigration and social, political and cultural history on the development of musicals as well as multicultural and international issues embedded in the stories.

This course meets the General Education Humanities Breadth requirement or the General Education Diversity requirement.

## MUS 2700-Orchestra-1 credit

## Alternate Years

Orchestra allows students to participate in a large, instrumental ensemble through a partnership with the Southeastern Philharmonic Orchestra. Rehearsals take place off campus. Student must arrange access to their own string, woodwind, or brass instrument (rental options are available, percussion instruments are provided). Some level of prior musical proficiency is required. This course may be repeated. Fee.

This course meets the General Education Arts Breadth requirement.

## MUS 2750-Concert Band - 1 credit

## Alternate Years

Concert Band allows students to participate in a large, instrumental ensemble through a partnership with the Randolph Community Band. Rehearsals take place off campus. Student must arrange access to their own woodwind, or brass instrument (rental options are available, percussion instruments are provided). Some level of prior musical proficiency is required. This course may be repeated. Fee.

This course meets the General Education Arts Breadth requirement.

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## MUS 3350 - Accelerando Chamber Chorale - 1 credit

## Alternate Years

Accelerando Chamber Chorale is an auditioned vocal ensemble performing a wide variety of literature including classical, jazz, contemporary a cappella, and gospel. Students are expected to learn notes and rhythms outside of class, allowing rehearsals to focus on matters of vocal technique, ensemble, and musicality. This course may be repeated. Fee.

This course meets the General Education Arts Breadth requirement.

## MUS 4050 - Independent Studio: Music - 1-8 credits

## Offered on Demand

See description in Academic Policies \& Procedures section of this Catalog, under Independent Study.

## Nursing (NSG)

NSG 1000 - Preparation for Health Care Professions - 3 credits

## Spring Semester

This course provides the nursing and exploratory health professions student with the foundation for success in nursing or other health professions. Using a variety of active learning strategies, students develop competency in health care terminology and quantitative literacy necessary for the health care setting. Strategies for success in baccalaureate nursing or for preparation for other health care professions are explored. This course places emphasis on written and oral communication skills and introduce the concepts of professionalism, professional development, and critical thinking. Selected historical topics and innovations in health care, including evidence-based practice, are included. (Nursing and Exploratory Health students only or with instructor signature.)

## NSG 2000 - Health Assessment for the ACCEL Student - 3 credits

This course introduces the student to health assessment and the role of the nurse. The goal is to acquaint the student with the skills and techniques necessary to accurately collect data in order to promote, maintain, or restore health. Emphasis will be placed on normal findings across developmental levels with common deviations highlighted. The impact of the environment, life choices, and genetics and genomics on health will be explored. The

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student will engage in structured learning activities and supervised practice in the laboratory to develop a beginning competence with health assessment. Accountability for results of assessment will be emphasized.

Prerequisite: Admission into the ACCEL Nursing Program.
Corequisites: NSG 2015, NSG 2205, NSG 2042, NSG 2053.

## NSG 2003 - Health Assessment - 4 credits

## Fall Semester

This course introduces nursing students to the theory and practice of health assessment and wellness promotion, including the identification and management of modifiable and nonmodifiable risk factors. The focus is on expected findings and incorporates specific wellness practices across developmental levels with common variations highlighted. Functional, spiritual, psychosocial, cultural, and physiological assessments are addressed. The impact of the environment, genetic and genomic influences, lifestyle choices and health literacy levels upon health status are explored. Students identify detrimental behaviors/attitudes/actions that suggest a lack of wellness in others. Using relevant technology, interviewing and history taking are presented within the context of the communication process to accurately compile health history data. Legal and ethical issues in managing health data are explored and accountability for results of assessment is emphasized. Students develop a beginning competence with physical examination techniques of inspection, palpation, percussion, and auscultation. Structured learning activities and supervised laboratory sessions facilitate the development of skills and strategies to connect theory and practice. This course meets the General Education Wellness requirement. Fee.

## This course meets the General Education Wellness requirement.

Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002, NSG 1000.

Corequisites: NSG 2013, NSG 2200.

## NSG 2005 - Health Assessment - 3 credits

This course provides the RN student with the knowledge and skills necessary to perform a comprehensive health history and physical assessment. Emphasis is placed upon normal assessment findings in comparison with commonly seen variations. Genetics and genomics, lifestyle choices and environmental influences are discussed. Structured activities facilitate learning as students utilize the nursing process to obtain health histories, perform physical

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assessments, establish a database and formulate care plans. Students develop essential communication and critical reasoning skills to promote wellness and support physical, cognitive, psychosocial, cultural, and spiritual health across the lifespan.

## NSG 2013 - Conceptual Basis for Nursing Practice - 5 credits

## Fall Semester

This course introduces the student to the concepts central to the practice of professional nursing. Major concepts include professional communication and collaboration strategies. This course explores evidence for practice, nursing informatics, safety, and quality care. The student integrates theory, assessment skills, clinical reasoning, and evidenced based nursing interventions across the classroom, laboratory and clinical settings. Simulations are utilized to assist students in connecting classroom learning to the delivery of patient centered care. Fee.

## This course meets the General Education Active Learning requirement.

Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.
Corequisites: NSG 2003, NSG 2200.

## NSG 2015 - Simulations in Clinical Judgment \& Evidence Based Nursing Interventions I 2 credits

This course introduces the student to the practice of nursing through skill development and simulation. Assessment, clinical reasoning and the application of evidenced based nursing interventions are introduced. Simulations are presented to assist students in making connections between the classroom and patient care in the clinical setting. Nursing interventions focused on quality and safety are introduced. The student participates in team building, recognizing that interdisciplinary collaboration fosters safe, effective care. Use of the electronic medical record is introduced.

Prerequisite: Admission into the ACCEL Nursing Program.
Corequisites: NSG 2000, NSG 2205, NSG 2042, NSG 2053.

## NSG 2042 - Nursing Care of Adults I- 3 credits

This course introduces the student to the profession of nursing and the development of the role of the nurse as a provider and manager of care. The student focuses on the social, physical, psychological and spiritual responses of individuals and caregivers to disease and illness, as well as learn health promotion and disease prevention strategies. The student

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prepares to use effective communication and critical reasoning to provide patient centered care encompassing ethical decision-making and appreciation of human diversity. The application of standards for professional nursing practice are expected.

The clinical component is NSG 2044.
Prerequisite: Admission into the ACCEL Nursing Program.
Corequisites: NSG 2000, NSG 2015, NSG 2205, NSG 2053.

## NSG 2044 - Clinical Nursing Care of Adults I - 3 credits

This course introduces the student to the clinical nursing care of adults in acute care settings. The student assesses the health status of their patients and becomes direct care providers for adults from socially and culturally diverse backgrounds. The focus of this clinical experience is on illness and disease management of patients using evidence-based practice, therapeutics, clinical reasoning, thinking and development of clinical judgment. Students assess and manage patient responses to various medical, surgical, and pharmacological interventions. The role of the professional nurse as a designer, provider, and manager of care is emphasized.

Prerequisite: Completion of Term I ACCEL courses.
Corequisites: NSG 2054, NSG 2055, NSG 2245, NSG 2505.

## NSG 2046 - Nursing Care of Adults I - 6 credits

## Spring Semester

This course emphasizes the development of the professional role of the nurse as a provider and manager of care. The student utilizes the nursing process to provide evidence-based care with a focus on the social, physical, psychological, and spiritual responses of individuals and caregivers to disease processes, as well as health promotion. The student employs effective communication and critical reasoning to provide patient-centered care encompassing ethical decision-making and appreciation of human diversity. The application of standards for professional nursing practice are expected. The clinical component involves experience in an acute care environment, in which the nursing process is implemented in interdisciplinary collaboration with other healthcare professionals. Fee.

Prerequisites: NSG 2003, NSG 2013, NSG 2200.
Corequisites: NSG 2242, NSG 2500.

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## NSG 2053 - Nursing Care of Children - 2 credits

This course focuses on family-centered child health care. The social, physical, psychological, developmental, and spiritual responses of children and their families to illness and disease are emphasized, as well as health promotion and disease prevention at each developmental stage. The role of the nurse as advocate, educator, and as an accountable provider of care is discussed. The student begins to develop in the role of a collaborative interdisciplinary team member.

The clinical component of this course is NSG 2054.
Prerequisite: Admission into the ACCEL Nursing Program.
Corequisites: NSG 2000, NSG 2015, NSG 2042, NSG 2205.

## NSG 2054 - Clinical Nursing Care of Children - 1.5 credits

This clinical course focuses on providing family-centered nursing care to children in acute care settings. Clinical experiences offer students the opportunity to engage children and families while delivering evidence-based patient centered care. The student collaborates with interdisciplinary teams and develops communication, clinical judgment, and decisionmaking skills that assist in focusing on the varied aspects of the role of the professional nurse as it relates to care of children and families.

Prerequisite: Completion of Term I ACCEL courses.
Corequisites: NSG 2044, NSG 2055, NSG 2505, NSG 2245.

## NSG 2055 - Nursing Care of Childbearing Families - $\mathbf{3 . 5}$ credits

This course focuses on family-centered maternity care and women's health during the childbearing years. The emphasis of the course is on the role of the nurse as care provider, manager, and coordinator of care of women, infants and families. Implications for genetic counseling in the childbearing family is discussed. In the clinical component, the student provides care to a diverse population of mothers, infants, and families. Clinical experiences offer opportunities to use clinical reasoning and interdisciplinary collaboration when developing, implementing, and evaluating patient-centered care.

Prerequisite: Completion of Term I ACCEL courses.
Corequisites: NSG 2044, NSG 2054, NSG 2505, NSG 2245.

## NSG 2100 - RN Transition to Baccalaureate Nursing - 4 credits

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This course introduces the registered nurse student to the practice of nursing as a scholarly discipline. Through readings, discussions, writing and other active learning strategies, the student's knowledge, skills and attitudes regarding professional nursing are expanded. Strategies for successful transition into the role of baccalaureate student and learner are explored and supported. Information literacy is introduced. Clinical reasoning and decisionmaking skills are applied to selected professional concepts such as: communication, use of evidence- based practice and theory in providing direct and indirect care, professional ethics, advocacy, teaching-learning, and quality and safety principles. This course is a writing intensive course that incorporates several different styles of both reflective and academic writing activities. Students appreciate the role of informatics in their practice and current informatics applications that improve patient care outcomes. This course provides students with skills necessary to develop an e-portfolio that will be used in all future Nursing courses.

Prerequisites: Graduation from Associate Degree or Diploma Nursing program, current and unrestricted Massachusetts RN license.

## NSG 2200 - Pathophysiology - 3 credits

## Fall Semester

This course examines selected pathophysiological concepts within a nursing framework. The course incorporates holistic aspects of disease processes. Concepts include mechanisms of disease causation, genetics and genomics, immune processes, cellular growth/proliferation, circulation, oxygenation, and alterations in neurological and endocrine function. The effects of various environmental factors and physiological compensatory changes are examined. Adaptive responses across the life span are addressed for each system.

Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002.
Corequisites: NSG 2003, NSG 2013.

## NSG 2201 - Pathophysiology for the RN Student - 3 credits

This course provides the Registered Nurse with an understanding of pathophysiology that will inform clinical decisions to ensure optimal healthcare outcomes. Emphasis is placed on a review of normal physiologic function followed by a critical analysis of structural and functional pathophysiologic processes across several levels: molecular, cellular, tissue, organ, and systems. Risk factors for disease and stress-related physiologic adaptive and compensatory responses are explored. Evidence-based research provides the basis for

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determining anticipatory, safe, and deliberate nursing care for common acute and chronic disease states. Opportunity to reflect how best to apply new knowledge to clinical practice is provided.

Prerequisite: NSG 2100.

## NSG 2205 - Pathophysiology for the ACCEL Student - 3 credits

This course examines selected pathophysiological concepts within a nursing framework for the second degree, accelerated nursing student. The course incorporates holistic aspects of disease processes. Concepts include mechanisms of disease causation, genetics and genomics, immune processes, cellular growth/proliferation, circulation, oxygenation, and alterations in neurological and endocrine function. The effects of various environmental factors and physiological compensatory changes are examined. Adaptive responses across the life span are addressed for each system.

Prerequisite: Admission into the ACCEL Nursing Program.
Corequisites: NSG 2000, NSG 2015, NSG 2042, NSG 2053.

## NSG 2242 - Simulations in Clinical Judgment \& Evidence Based Nursing Interventions II 1 credit

## Spring Semester

This course advances the student's practice of nursing using simulation. Clinical situations are presented in the simulated lab setting to assist students to utilize clinical reasoning and foster clinical judgment skills, for transfer into the clinical environment. Making connections between classroom content and related clinical applications to promote delivery of effective patient care is emphasized. Simulations will focus on quality, patient safety, risk identification and reduction. Opportunities for refinement of communication abilities including team building, and collaboration skills are included. Fee.

Prerequisites: NSG 2003, NSG 2013, NSG 2200.
Corequisites: NSG 2046, NSG 2500.

NSG 2245 - Simulations in Clinical Judgment \& Evidence Based Nursing Interventions II for the ACCEL Student- 1 credit

This course uses simulation to advance the ACCEL student's evidence-based practice of nursing building skills in assessment, clinical reasoning, prioritization, and organization. Situations in Medical Surgical and Family Centered populations are the focus for

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simulations that make connections between classroom and clinical settings that emphasize patient safety and the delivery of quality, effective care. Opportunities are included for refinement of communication abilities, team building, and interdisciplinary collaboration.

Prerequisite: Completion of Term I ACCEL courses.
Corequisites: NSG 2044, NSG 2054, NSG 2055, NSG 2505.

## NSG 2500 - Pharmacology - 3 credits

## Spring Semester

This course focuses on the basic principles of drug metabolism, the mechanisms of drug actions, and their application to clinical practice. Major drug classifications are used as a format to gain understanding of drug effects, genetic variations, side effects, and related nursing care. The nurse's role as educator and as a member of the interdisciplinary health team is explored. Evidence based knowledge forms the foundation for therapeutic pharmacologic interventions.

Prerequisites: NSG 2003, NSG 2013, NSG 2200.
Corequisites: NSG 2046, NSG 2242.

## NSG 2501 - Pharmacology for the RN Student - 3 credits

This course will build on the registered nurse's prior knowledge of medications and focus on the application of principles of drug metabolism, the mechanisms of drug actions, and significance of evolving evidence related to drugs and their usage. Major drug classifications will be used as a format to gain understanding of drug effects, genetic variations, side effects, and related nursing care. The nurse's role as educator and as a member of the interdisciplinary health team will be explored. Evidence based knowledge is applied to medication usage through exploration of complex pharmacologic interventions.

Prerequisite: NSG 2100.

## NSG 2505 - Pharmacology for the ACCEL Student - 3 credits

This course for the second-degree student focuses on the basic principles of drug metabolism, the mechanisms of drug actions, and their application to clinical practice. Major drug classifications are used as a format to gain understanding of drug effects, genetic variations, side effects, and related nursing care. The nurse's role as educator and as a member of the interdisciplinary health team is explored. Evidence based knowledge and former life experience form the foundation for therapeutic pharmacologic interventions.

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## Prerequisite: Completion of Term I ACCEL courses.

Corequisites: NSG 2044, NSG 2054, NSG 2055, NSG 2245.

## NSG 3004 - Honors Proposal - 3 credits

In this independent study course, students seeking to achieve departmental honors will work with a faculty mentor in the literature review and development of a research proposal. The proposal will be the basis for the honors study completed in NSG 3005 the subsequent semester. This is an individually negotiated course requiring faculty approval prior to enrollment.

Prerequisites: MATH 1150, NSG 3041, Junior/Senior Status, minimum 3.3 CGPA.

## NSG 3005 - Honors Research - 3 credits

Honors Research is the second course of a 2-course departmental honors program for nursing. This course would be offered as an undergraduate research enrichment opportunity to motivated students who have completed NSG 3004Honors Proposal and maintained at least a B+ (3.3) GPA. The completed proposal from NSG 3004 Honors Proposal serve as foundation for the Honors Research independent study course. Students will collect and analyze data, interpret the results, and prepare the findings for dissemination.

Prerequisites: NSG 3004, Junior/Senior Status, minimum 3.3 CGPA.

## NSG 3033 - Mental Health Nursing - 3.5 credits

This course develops student knowledge regarding psychiatric and psychosocial aspects of patient care. Content focuses on the nurse's role as a provider and coordinator of emotional and psychological care for patients in an acute care setting. Content includes the biological processes and considerations in the use of psychoactive medications. The course enables the student to develop self-awareness and gain skill in interpersonal, intra- professional and inter-professional communication. The nursing process guides psychosocial, and psychiatric care, with cultural considerations in the provision of patient-centered care. Clinical experience enhances student's understanding of the presentation and management of psychiatric and psychosocial conditions.

Prerequisite: Completion of Term I \& II ACCEL courses.
Corequisites: NSG 3034, NSG 3039, NSG 3045.

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This course focuses on levels of prevention and health promotion in the provision of nursing care in the community. Community public health nursing, including its history, theory, attributes, standards, aggregates, roles and functions are explored. The student explores the various aspects in the care of the community. Public health nursing issues such as vulnerable populations, emergency preparedness, epidemiology, and environmental hazards are discussed. Clinical experiences allow the student to engage in the nursing roles as provider, manager, educator, and advocate within community settings. The student conducts a comprehensive community assessment and formulate interventions for health education, health promotion, and risk reduction guided by the Healthy People framework.

Prerequisite: Completion of Term I \& II ACCEL courses.
Corequisites: NSG 3033, NSG 3039, NSG 3045.

## NSG 3038 Nursing Care of Older Adults - 3 credits

## Spring Semester

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

Prerequisite: PSY 2400.
Corequisites: NSG 3067, NSG 3068 and 3069 for traditional students only.

## NSG 3039 - Nursing Care of Older Adults for the ACCEL Student - 3 credits

This course enables ACCEL students to explore evidence-based nursing care concepts related to older adults through the perspective of wellness and health promotion. Patient centered care of older adults is addressed based on assessment of the individual physiologically, cognitively, and psychosocially. The role of the nurse as advocate for aging well, disease prevention, chronic illness management, transitions of care and end-of-life support is integrated into the content. Nursing considerations regarding current health related issues as diversity, pharmacology, legal and ethical, and abuse and neglect situations are discussed.

## Prerequisite: Completion of Term I \& II ACCEL courses.

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## NSG 3041 - Evidence for Nursing Practice - 3 credits

Fall Semester

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

## This course meets the General Education Information Literacy Enhancement requirement.

Prerequisites: MATH 1150, NSG 2046, NSG 2242, NSG 2500.

## NSG 3042 - Evidence for Nursing Practice for the RN Student - 3 credits

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

## Prerequisites: All 2000 level RN to BS courses and MATH 1150.

## NSG 3045 - Evidence of Nursing Practice for the ACCEL Student - 3 credits

This course builds on the Accel student's knowledge of evidence-based nursing practice by focusing on the formal process of acquiring and evaluating evidence. The significance of research to evidence-based nursing practice is emphasized. Published research findings are critically evaluated for significance and interpreted for relevant clinical problems in order to improve patient-centered care and outcomes. Theoretical and conceptual frameworks are

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explored for both quantitative and qualitative research methods. Legal and ethical issues are discussed, including the media's role in reporting health related research findings. The student identifies the role and responsibilities of the nurse in the research process.

Prerequisite: Completion of Term I \& II ACCEL courses.
Corequisites: NSG 3033, NSG 3034, NSG 3039.

## NSG 3051 - Nursing Care of Adults II - 6 credits

## Fall Semester

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

Prerequisites: all 2000 level NSG courses, NSG 3053.

## NSG 3053 - Advanced Simulation- 1 credit

## Fall Semester

This simulation-based course focuses on the care of medically complex and/or critically ill patients. Students engage in a variety of simulated clinical scenarios to develop clinical reasoning, practice delegation, perform hands on skills, and grow as a member of a care team.

## NSG 3054 - Nursing Care of Children - 4 credits

## Fall Semester

This course introduces the role of the nurse in the care of children and families. The students learn to provide holistic and culturally competent evidence-based nursing care. Content focuses on the developmental, social, physical, psychological, and spiritual responses of

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children with emphasis on family-centered care. Health promotion and illness prevention are examined at each developmental stage. The role of the nurse as advocate, educator, and member of the interdisciplinary team is explored. The clinical experience emphasizes the nursing process, collaboration, communication and utilization of clinical judgment and decision- making skills.

Prerequisites: BIOL 2010, PSY 2400, NSG 2046, NSG 2242, NSG 2500.
Corequisites: NSG 3056 and NSG 3057.

## NSG 3056 - Maternity Nursing - 4 credits

## Fall Semester

This course focuses on family-centered maternity care and women's health. The emphasis of the course will be on the role of the nurse as care provider, manager, and coordinator of care of women, infants and families. Implications for genetic counseling in the childbearing family is discussed. In the clinical component, the student provides care to a diverse population of mothers, infants, and families. Clinical experiences offer opportunities to use clinical judgement and interdisciplinary collaboration when developing, implementing, and evaluating patient-centered care.

Prerequisites: BIOL 2010, PSY 2400, NSG 2046, NSG 2242, NSG 2500.
Corequisites: NSG 3054 and NSG 3057.

## NSG 3057 - Family Centered Simulations - 2 credits

## Fall Semester

This simulation-based course focuses on using a holistic, family- centered approach to provide safe, culturally sensitive and developmentally appropriate care for maternal-child patients in various care settings across the wellness continuum. Activities will focus on the development of psychomotor skills, communication skills, and clinical judgment when caring for childbearing and childrearing families.

Prerequisite: PSY 2400.
Corequisites: NSG 3054, NSG 3056.

## NSG 3058 - Nursing Care of Adults II for the ACCEL Student - 6 credits

This course prepares the accelerated nursing student for professional nursing practice by

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building on content previously learned in the nursing curriculum. As in other accelerated courses, NSG 3058 is designed to be completed at a faster pace than traditional nursing courses and challenges a self-directed, highly motivated student to meet the accelerated course outcomes. In this course, the student discusses evidence to achieve desired outcomes for patients with complex health problems. The student acquires clinical judgment and advanced competence in creating strategies for patient-centered care. Strategies for patient advocacy in promoting patient preferences for care are evaluated. Evidence-based practice guides the delivery of patient care. The clinical experience allows the student to apply current evidenced-based practice to patient and family care situations. The student is encouraged to utilize theoretical concepts to develop clinical judgment and decision-making skills, appreciate the ethical implications of nursing actions and develop an understanding of the role of the nurse as an active member of the interdisciplinary health care team. The use of technology to communicate, manage and prevent errors in the healthcare setting is emphasized.

Prerequisite: Completion of all 2000 ACCEL courses.
Corequisites: NSG 3475, NSG 3987.

## NSG 3067 - Population Health in the Community- 4 credits

## Spring Semester

This course focuses on levels of prevention and health promotion in the provision of nursing care in the community. Community/ public health nursing, including its history, theory, attributes, standards, aggregates, roles and functions are explored. The student explores the various aspects in the care of the client community within the framework of the nursing process and core public health functions. Public health nursing issues such as social determinants of health, vulnerable populations, emergency preparedness, epidemiology, and environmental hazards are discussed. Clinical experiences allow the student to engage in the nursing roles of provider, manager, educator, and advocate within various community settings. The student conducts a comprehensive community assessment and formulates interventions for health education, health promotion, and risk reduction guided by the Healthy People Framework. Fee.

## This course meets the General Education Diversity requirement.

Prerequisites: All 2000 level Nursing courses.
Corequisites: NSG 3038, NSG 3068 and 3069.

## NSG 3069 - Community Centered Simulations - 2 credits

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## Spring Semester

This simulation-based course uses a community-centered approach to providing safe, evidence-based and culturally sensitive nursing care to individuals, families, communities, and populations, with a specific focus on mental and population health. Simulations are designed to address nursing competencies of therapeutic communication, health promotion and disease prevention, assessment of both acute and chronic conditions, chronic disease management, and care occurring in community-based settings. Ethical principles such as advocacy and health equity are explored. Students develop interventions with consideration of the social determinants of health, and collaborative, interprofessional partnerships with community health providers, and other community agencies. Fee.

Prerequisite: all 2000 level NSG courses.
Corequisites: NSG 3067 and NSG 3068.

## NSG 3132 - Population Health in the Community for the RN Student - 4 credits

Theory: This course focuses on levels of prevention and health promotion and the provision of nursing care at the group, community and population levels. Community/public health nursing, including its history, theory, attributes, standards, aggregates, roles, and functions are explored. Students discuss topics such as social determinants of health, systems of health care, community assessment, teaching and learning processes, violence, culture, vulnerable populations, environmental hazards, communicable diseases, epidemiology, disaster management, genomics and global health that impacts population health.

Practice Experience: The RN-to-BS clinical component introduces students to community health nursing roles such as: provider and manager of care, educator, and advocate in various community settings. Students engage in direct and/or indirect care activities, within a specific community, with the goal of influencing health outcomes for a variety of patients across the lifespan and across the continuum of care. Students identify a community of interest, perform a community/population- focused assessment, analyze population health data, and identify a community health problem based on the Healthy People framework. Students collaborate with appropriate community agencies and key community leaders to develop a health promotion project. The RN-to-BS clinical component provides opportunities for students to bridge practice related competencies (new knowledge, skill refinement, and role development) from the diploma/associate degree level to the baccalaureate level proficiency. Practice experience of 37.5 hours can be expected through real world and virtual experiences. Open to RN-to-BS Program students only.

NSG 3290 - Nursing Practice Experience for the RN to MSN Pathway - 1 credit

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This course is for the RN to MSN Pathway student who has completed the Population Health in the Community for the RN student course. To meet the course outcomes students will engage in clinical practice to demonstrate ongoing clinical knowledge, which will be the foundation for their MSN coursework. Building on the community needs assessment completed in the NSG 3132 course, students collaborate with appropriate community agencies and key community leaders to develop and implement a health promotion/health education project that directly benefits the chosen community. The clinical component provides opportunities for students to bridge practice related competencies (new knowledge, skill refinement, and role development). This course will incorporate 37.5 hours of clinical practice to allow students to demonstrate clinical expertise in a specific clinical population of interest. Students apply knowledge through a direct care experience that implements the clinical project begun in the previous Population Health in the Community course.

Prerequisites: NSG 2100 and completion of NSG 3132.

## NSG 3470 - Health Policy \& Finance - 3 credits

## Fall Semester

This course provides the student with an overview of the development, implementation, and evaluation of health policy on local, national, and global levels. The student considers the impact of health care policies on a variety of stakeholders including patients and families, care providers, insurers, and local and international regulators. Discussions of the impact of health financing and reimbursement in both public and private health care delivery organizations in the United States and countries around the world allows the student to develop insight into considerations for individual nursing practice. Through local, national, and international insight, the student advocates for patients in various healthcare systems. This course meets the General Education International/Global Interdependence requirement.

Prerequisite: all 2000 level NSG courses.
Corequisite: NSG 3051.

## NSG 3475 - Health Policy \& Finance for the ACCEL Student - 3 credits

This course provides the second-degree student with an overview of the development, implementation, and evaluation of health policy on local, national, and global levels. The student considers the impact of health care policies on a variety of stakeholders including patients and families, care providers, insurers, and local and international regulators. Discussions of the impact of health financing and reimbursement in both public and private health care delivery organizations in the United States and countries around the world

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allows the student to develop insight into considerations for individual nursing practice. Through local, national, and international insight, the student advocates for patients in various healthcare systems.

Prerequisite: Completion of all 2000 level NSG courses.
Corequisites: NSG 3058, NSG 3987.

## NSG 3982 -Synthesis of Professional Nursing Practice - 3 credits

## Spring Semester

This capstone course provides an opportunity for the student to synthesize previous learning and provides a forum in which the student articulates the meaning of a Curry College baccalaureate nursing degree. Major topics include current issues for nurses as members of a profession, professional values and professional development. The role of the nurse as collaborator and leader within the interdisciplinary team is emphasized. Concepts of leadership, management and lifelong learning are integrated. This course assists the student to evaluate readiness for successful completion of the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Using an online adaptive NCLEX- RN preparation program, the student completes a series of practice NCLEX-style questions designed to identify areas of content mastery and areas of content deficits in need of further development. Fee.

This course requires the student to complete NCLEX-RN Predictor Exit Examination(s).
Prerequisite: NSG 3051.
Corequisite: NSG 3985.

## NSG 3985 - Progression to Practice - 3 credits

## Spring Semester

This course provides the student with an opportunity to synthesize learning in a clinical experience that will prepare the student for entry into the profession. Weekly seminars allow self-reflection and collegial dialogue about professional practice. Fee.

This course meets the General Education Active Learning requirement.
Corequisite: NSG 3982.

NSG 3986 - Senior Seminar: Synthesis of Professional Nursing Practice for the RN Student - 4 credits

This capstone course for the Registered Nurse student provides an opportunity to synthesize previous learning and provides a forum in which the student articulates the meaning of a Curry College baccalaureate nursing degree. Major topics include current issues for nurses as members of a profession, professional values and professional development. The role of the nurse as collaborator and leader within the interdisciplinary team is emphasized. Concepts of leadership, management and lifelong learning are integrated. Students apply knowledge through a direct care experience that implements a clinical project begun in Population Health. (Clinical hours 37.5)

Prerequisites: All 2000 and 3000 level RN to BS courses; must be taken after completion ot NSG 3132.

## NSG 3987 - Senior Seminar: Synthesis of Professional Nursing Practice for the ACCEL Student-3 credits

This capstone course provides an opportunity for the ACCEL student to synthesize previous learning in preparation for a Curry College baccalaureate nursing degree. Major topics covered include the art and science of nursing, roles and responsibilities of nurses, and nurses as members of a profession. Concepts of leadership, management, and lifelong learning are integrated throughout the semester. This course assists the student to evaluate readiness for successful completion of the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Using an online adaptive NCLEX-RN preparation program, the student completes a series of practice NCLEX-style questions designed to identify areas of content mastery and areas of content deficits in need of further development.

This course requires the student to complete NCLEX-RN Predictor Exit Examination(s).
Prerequisite: Completion of all 2000 level NSG courses.
Corequisites: NSG 3058, NSG 3475.

## Politics \& History (P\&H)

## P\&H 1010 - U.S. History I: Ancient America through Reconstruction - 3 credits

## Fall and Spring Semesters

US History I in a Global Context introduces students to a chronological study of early American History from prehistoric American civilizations through the Civil War. Students

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will experience a fully integrated exploration of the US experiment by placing the history of the nation within that of the wider world. Topics include the Americas before European conquest, European colonization and the transformation of North America, colonial America in the Atlantic community, the American Revolution and Constitution founding, the emergency of a democratic republic, the Age of Jackson and the market revolution, Manifest Destiny, and the Civil War and Reconstruction (1877). Students will analyze changes in the economy, society, polity, and culture through the period, using lectures, classroom discussion, and readings from primary and secondary sources. In addition, students will explore the unique perspective of History as a discipline and its place in the Liberal Arts.

This course meets the General Education Humanities Breadth requirement.

## P\&H 1020 - U.S. History II: In a Global Context Reconstruction to the Present - 3 credits

U.S. History II in a Global Context introduces the student to a chronological study of the United States to the present day. Students will experience a fully integrated exploration of the US experiment by placing the history of the nation within that of the wider world. They will examine the ways in which the US has both benefitted from and helped determine a global culture through historical events such as World War II, institutions such as the United Nations, technology such as the automobile, and cultural advances such as television, film, music, and social media. In addition, students will explore the unique perspective of History as a discipline and its place in the Liberal Arts. By exploring the elements that go into forming a distinctive US culture, students will ultimately gain a deeper, broader understanding of themselves, and gain a richer appreciation of the United States' place in the world both now and into the future.

This course meets the General Education Humanities Breadth requirement.

## P\&H 1050 - US Politics - 3 credits

This course provides a comprehensive survey of American politics. Students will understand the basic institutions of the US government: including the three branches of government (executive, legislative, and judicial), federalism, elections, and political parties. Students will appreciate the distinct political culture of the US including a respect for regional, racial, and gender differences. Finally, students will critically assess social movements, interest groups, issues in political economy, and foreign policy. In the end, they will appreciate the complexity of our political system and comprehend the historical factors that mold American political decisions.

This course meets the General Education Social Science Breadth requirement.

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## P\&H 1060 - World Politics - 3 credits

This course provides an introduction to world politics. Students will appreciate the complexity of state-building and the diversity of political institutions around the world (including presidentialism, parliamentarianism, elections, and political parties). Students will comprehend the crucial institutional differences between democratic and authoritarian governments and understand the precarious nature of political transitions. Finally, students will critically assess issues in political economy and sustainable development with a better understanding of the sharp contrasts between the developed and the developing world. In the end, they will appreciate the variation and complexity of global political processes in a vast array of countries.

This course meets the General Education Social Science Breadth and Information Literacy Enhancement requirements.

## P\&H 2000 - Contemporary Black Worlds - 3 credits

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

This course meets the General Education Diversity requirement.

## P\&H 2250 - International Relations - 3 credits

This course provides a basic introduction to international politics. Students will learn the major political theories of the subfield (Realism, Liberalism, and Marxism). Additionally, students will study crucial issues in international politics like war and peace, human rights, the environment, political economy, and international organizations like the United Nations. Either this course or P\&H 2001 Current Economic Problems is required for the International part of the P\&H major.

This course meets the General Education International/Global Interdependence requirement.

## P\&H 2310 - U.S. Constitutional Law - 3 credits

Examines the American Constitution as it has been developed by Supreme Court decisions. Among the cases considered are those involving various aspects of privacy such as the extent

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to which the government has the right to search homes and persons. Also considered are the rights of citizens after they have been arrested, the legality of capital punishment and issues such as the extent of presidential power. Students argue imaginary court cases. The course is strongly recommended to students interested in law.

## P\&H 2330 - Africans in the United States - 3 credits

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

## This course meets the General Education Diversity requirement.

## P\&H 2450 - Introduction to African-American Cultures - 3 credits

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

This course meets the General Education Diversity requirement.

## P\&H 2492 - African-American Cinema-3 credits

This course will be an examination of films made by African- Americans or featuring allblack casts from the early years of cinema to the present. Course Our examination will include a focus on the content of the films as well as consideration of the larger social, cultural, economic, and political context of the society in which the films were produced. Particular attention will be made to black actors, directors and producers. Teaching will take the form of screenings, lectures, and class discussions. (Same course as BLKS 2492).

This course meets the General Education Diversity requirement.

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## Prerequisite: Sophomore standing.

## P\&H 3350 - Electing the President - 3 credits

## Run every four years during the presidential election cycle

In real time, students will explore events, ideas, and issues as they shape this year's presidential election. These will include the study of electoral demographics, interest groups, critical constituencies, contests in key battleground states, and the relative importance of issues to electoral outcomes. We will also connect the election to historic campaigns. This course will be conducted as a team-taught interdisciplinary seminar with frequent, brief presentations of material from faculty to enhance readings and discussions. Key assignments include a battleground state prediction and an analysis of the election's outcome. Students will assemble on election night and project a winner of their battleground state as returns come in.

## P\&H 3700 - Seminar: Research Methods and Strategies in History and Political Science - 3 credits

This class is designed to introduce students to inquiry in the disciplines of History and Political Science. Historians learn to situate ideas, actors, events, and institutions in their historical context, and identify patterns of change and continuity over time. Political Scientists use techniques from social science to analyze the theory and practice of governance and the political behavior of individuals and institutions at the local, national, and international levels. Students will learn to work within each discipline's sources and methods, and then combine these sources and methods to pose and answer questions from history and politics. Required of Politics and History majors, the course will provide students in Management, Criminal Justice, Journalism, along with those interested in civic engagement and advocacy in any field, a powerful interdisciplinary set of analytical tools to make meaning of their world.

## Program for Advancement of Learning (PAL)

## PAL 1180 - Summer PAL-3 credits

## Summer Term

This course is an intensive learning experience for entering first year students or transfer students who have been accepted into the Program for Advancement of Learning (PAL). Through this immersion style course, students have the opportunity to develop an
understanding of themselves as learners within the context of higher education. This understanding is based in PAL's core learning outcomes: metacognition, self-regulation, active and engaged learning, critical thinking and reasoning skills. Working with a PAL faculty mentor and a small group of peers, students will construct strength-based strategies for written communication, reading, listening, note-taking, critical thinking, problemsolving, personal goal setting, organization and team- work. Activities include: developing an individual learning profile, attending mini-courses taught by Curry professors, experimenting with assistive technologies, and experiencing the rich learning resources of the Curry College community. Student learning culminates with a learning portfolio.

Additional course fee applies.
Signature of Director or Coordinator of PAL is required.

## PAL 1185 - Assistive Technology: Reading \& Writing Support Tools - 1 credit

College students are assigned a great deal of reading and writing in college. Both skills are critical to understanding course content. This course provides hands-on practice with assistive technology (AT) applications that will improve access to college-level reading and writing for students with learning challenges. A metacognitive foundation for reading and writing skills is provided through AT for students to become more reliant on their own resources. Course outcomes: students will learn to apply reading apps which will give them better and more efficient access to course-related reading matter and; students will learn to apply writing apps which will give them better access to developing first and final drafts of college-level papers.

## Additional course fee applies.

Signature of Director or Coordinator of PAL is required.

## PAL 1190 - The Learning Process I: Exploration, Insight, and Application - 1.5 credits

## Fall and Spring Semesters

This course is the first in the two-course sequence for students admitted to Curry College through the Program for Advancement of Learning. Focused on the transition from high school learning expectations to those of college courses, PAL 1190 offers students a curriculum designed to foster an understanding of themselves as learners through faculty mentorship. Students are introduced to and explore learning strategies in the following core areas: metacognition, self-regulation, active and engaged learning, critical thinking and reasoning, receptive and expressive language. Students will create an educational plan, outlining: personal and academic long-term goals, semester goals, learning strengths,

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challenges, and strategies. The faculty mentor and student collaborate on evaluating student progress towards these goals throughout the semester, culminating in a reflective student paper and faculty report, which outlines individualized recommendations for the PAL 1200, the second course in the sequence.

## Additional course fee applies.

Signature of Director or Coordinator of PAL is required.

## PAL 1195 - Connections to Learning - 3 credits

This course provides opportunities for students to learn more about different ways of knowing as they delve deeply into their own personal learning, using current theories as well as previous academic and personal college experiences as the foundation for thoughtful reflections and goal setting. Various learning theories will provide a springboard for class discussions providing forums for sharing experiences and insights within a community of learners. Connections will be made between theory and practice, to further enhance metacognitive awareness. This course is designed to practice and reinforce diverse strategies and methods of learning in order to enhance and improve personal and academic success.

This course is repeatable for credit.

## PAL 1200 - The Learning Process II: Insight, Strategic Development, and Application - 1.5 credits

## Fall and Spring Semesters

This course builds on the learning insights and strategies developed in PAL 1190 while facilitating increasing independence and strategic learning in the areas of metacognition, self- regulation, critical thinking and reasoning, receptive and expressive language, and decision making. Students will revise their PAL 1190 educational plans, incorporating lessons learned in the previous semester as well as taking into account the current semester's course expectations. The faculty mentor and student collaboratively evaluate student progress towards these goals throughout the semester, culminating in a reflective student paper and faculty report.

Prerequisite: PAL 1190. Additional course fee applies.
Signature of Director or Coordinator of PAL is required.

## PAL 1210 - Applied Strategic Learning I-0 credits

Fall and Spring Semesters

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Open to students who have completed PAL 1190 and 1200, this course provides on going faculty mentorship in developing and applying strategic learning approaches for academic success in advancing course work. Students in PAL 1210 meet with their faculty mentors twice weekly for individualized instruction and collaboration. This course may be repeated.

Prerequisite: PAL 1200. Additional course fee applies.
Signature of Director or Coordinator of PAL is required.

PAL 1220 - Applied Strategic Learning II-0 credits

## Fall and Spring Semesters

Open to students who have completed PAL 1190 and 1200, this course provides on going faculty mentorship in developing and applying strategic learning approaches for academic success in advancing course work. Students in PAL 1210 meet with their faculty mentors once weekly for individualized instruction and collaboration. This course may be repeated.

Prerequisite: PAL 1190, 1200. Additional course fee applies.
Signature of Director or Coordinator of PAL is required.

## PAL 2000 - Peer Mentoring and Coaching - 3 credits

This course capitalizes upon meaningful insights that PAL students have created about their own learning and the effective use of Curry College resources. The course is nested in various theoretical perspectives including social psychology, education, and counseling psychology. These offer frameworks for understanding how to serve as effective peer mentors for first year students. Through reading, writing, discussion and some hands- on experience, the course provides practical knowledge about how to develop effective mentoring and coaching practices in their work with at-risk individuals with learning differences who are in emerging adulthood and employ generative mentoring models to gain insight into diverse communities. In particular, participants will identify root-cause and evidence-based interventions and foster resilience in their mentees.

## This course meets the General Education Diversity requirement.

Pre or co-requisites: Two of the following: PAL 1180, 1190, 1200 (or permission of instructor). Sophomore standing preferred.

## Photography (PHOT)

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## PHOT 3600 - Postproduction Practices - 3 credits

## Offered periodically within a three-year academic cycle

Providing students with the professional technical aspects needed for preparing images for use in traditional and new media. Covering the technical aspects of image file preparation for printing processes, color and exposure correction, and press proofing.

Prerequisite: GD 2797.

## PHOT 3797 - Digital Photography II: Techniques of Studio and Environmental Lighting - 3 credits

## Offered periodically within a three-year academic cycle

This light-intensive course presents students with an understanding of the nature of studio and environmental lighting situations. Producing a variety of lighting techniques and equipment for crafting dramatic lighting situations for a variety of environments.

Prerequisite: GD 2797.

## Physics (PHYS)

## PHYS 1200 - Physical Science for Educators - 4 credits

The purpose of this course is three-fold. One, it is intended to introduce concepts from the world of Physical Science as they are applicable to our life and society. Two, it is intended to shape the perception of students about how science works, how scientific research is performed. Finally, it is intended to model an effective pedagogical approach that students can use as teachers in their classrooms. The level of the coverage of science concepts is slightly higher than the level intended for the target student population to provide the teachers a broader view.

Prerequisite: BIOL 1057.

## PHYS 2001 - Introduction to Robotics and Engineering Concepts - 1 credit

The objective of this course is to introduce education majors (up to the middle school level) to the field of robotics and stimulate their interests in science and engineering to prepare them to be able to do the same in their classrooms. In this course the process of engineering design (ED) provides a framework to deliver concepts in robotics, rather than being an

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independent part of the curriculum. The course leverages strategies in robotics using ED as a venue in the context of modeling and solving real-life problems that are linked to concepts in the natural sciences, therefore it complements the Physical Science for Education Majors course to meet the subject matter requirements of the MA Science and Technology/Engineering Curriculum Framework. As part of the learning process students are expected to develop skills to adopt and implement robotics projects in their classrooms matching their expected student age group. Also, the course is intended to model an effective pedagogical approach that students can use as teachers in their classrooms.

Prerequisite: PHYS 1200.

## PHYS 2010 - Introductory Physics I: Mechanics - 4 credits

## Fall Semester

Covers description of the physical world and measurement in Newtonian Mechanics: kinematics, dynamics, conservation principles, kinetic theory, applications. Lecture/discussion and laboratory. Fee.

Prerequisite: MATH 1190 or MATH 2130 or permission of instructor.

## PHYS 2020 - Introductory Physics II: Electricity and Magnetism - 4 credits

## Spring Semester

Introduction to electrostatics, electrodynamics, magnetism, direct and alternating current circuits; geometric optics. Lecture/ discussion and laboratory. Fee.

Prerequisite: PHYS 2010 or permission of instructor.

## PHYS 4000 - Physics Research Proposal - 1 credit

## Fall and Spring Semesters

Student preparation of a proposal for independent research under supervision. The student will read/investigate literature in the field; gain understanding of the nature of the problem/ question and methodology which will be used to investigate it; write up a research proposal which includes: 1) survey of relevant background literature and information; 2) rationale for investigating problem; 3) research plan including methodology (ies) to be used. Signature of faculty supervisor and department chair required.

Prerequisite: Permission of instructor.

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## PHYS 4010 - Physics Independent Research - 3-6 credits

## Fall and Spring Semesters

Independent research on a topic of current interest. Apply principles of both literature and experimental (field or laboratory) and/or theoretical research under supervision. Research question/ problem in library, and/or lab on or off campus; write up research report; give public oral presentation to the Science faculty and interested students. Signature of faculty supervisor and department chair required.

Prerequisites: PHYS 4000 and permission of area instructor. Project must begin no later than fall of the student's senior year. Students are strongly encouraged to begin thinking about their projects during their junior year.

## PUBLIC RELATIONS (PR)

## PR 2790 - Principles of Public Relations - $\mathbf{3}$ credits

## Fall and Spring Semesters

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

## PR 2800 - Publicity Techniques-3 credits

## Fall Semester

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

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Prerequisite: PR/MRKT 2790.

## PR 2850 - Managing Public Relations in a Diverse World - 3 credits

## Fall and Spring Semesters

This course introduces students to the complexity of managing a public relations function in today's diverse environment. Students learn basic theories in management and strategic planning, examine the role of public relations management in organizational structure and decision making, and learn best practices in public relations and communication management. Case studies highlight industry sectors and explain the distinction between in-house and agency public relations management.

Prerequisite: PR/MRKT 2790.

## PR 3050 - Crisis Communication Management - 3 credits

## Alternate Spring Semesters

Students will analyze case studies and current events to explore how corporations and organizations respond to an operational or management crisis and how these organizations manage and resolve the crisis through effective communication with the media and other public audiences.

Prerequisite: PR/MRKT 2790.

## PR 3440 - Public Relations Case Studies - $\mathbf{3}$ credits

This course focuses on specific areas of public relations practice including crisis management, employee communications, issues management and consumer product marketing to provide the student with an understanding of how public relations impacts an individual's or a company's success. Public relations case studies will be analyzed, dissected, and discussed.

Prerequisite: PR/MRKT 2790.

## PR 3450 - Public Relations Internship - 3 credits

Fall and Spring Semesters

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Provides students with hands on experience working in a field placement. Learning contract and reflection papers are required as well as weekly journals, seminar participation, and ePortfolio items.

Prerequisites: Appropriate cumulative GPA and signature of internship facilitator.

## PR 3900 - Public Relations Research \& Campaign Design

Students use research methods commonly employed in public relations to work in teams with a real-world client, developing a full public relations campaign in consultation with the client and presenting this campaign plan in a public arena. Students learn how to work with clients, manage conflict, exemplify leadership, and navigate challenges commonly found in public relations research and campaign development.

## Philosophy \& Religious Studies (PRS)

## PRS 2100 - Beginnings of Philosophy - 3 credits

Leads the student to understand perennially important philosophical problems-such as the natures of matter, mind, goodness, beauty, and knowledge - through meeting them in their simplest, most direct, yet profound, terms as they were discovered and dealt with by such philosophers as the Pre- Socratics, Socrates, Plato, and Aristotle. Western thought is emphasized, but some attention is given to Eastern outlooks.

This course meets the General Education Humanities Breadth requirement.

## PRS 2120 - The Meaning of Life - 3 credits

Is there an ultimate meaning to human existence, or is life absurd? In the past century, existentialist philosophers like Kierkegaard, Sartre, and others have denied that human life has any essential meaning, offering a sharp challenge to traditional systems of meaning like religion and ethics. Yet they have explored ways of making life worthwhile. This course shall examine existentialist texts (stories and novels, as well as philosophical writings) and films that will challenge each individual to discover and/or create a meaningful life.

This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

PRS 2150 - Eastern Religion and Philosophy - 3 credits

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A study of aspects of the history and practice of religions and philosophies of the East, such as Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. Emphasizes primarily the attitudes toward the nature and meaning of human existence in the basic literature of each.

## This course meets the General Education Humanities Breadth or the International/Global Interdependence requirement and may be Reading/Writing enhanced.

## PRS 2160 - Introduction to Buddhism - 3 credits

This course consists of an introduction to the diverse tradition of thought and action inspired by the life and teachings of the Buddha. Students will learn the history of this rich tradition's development as it starts in India, moves through China, and continues on to Japan and Southeast Asia. The course pays attention to both classical and contemporary forms of Buddhist belief and practice, with the primary purpose of enabling students to interact with Buddhists in their own local and global communities in an informed way. This is an excellent course for students with no significant background in Buddhism, but also provides opportunities for more advanced students to broaden and deepen their understanding.

This course meets the General Education Humanities Breadth requirement and may be Reading/ Writing enhanced.

## PRS 2210 - Ethics - 3 credits

Ethics is the study of human and humane activity, an inquiry into the determination of the will. This course examines major theories that describe and set norms for forming moral judgments. Questions raised will include: Are humans inherently selfish? How does one decide the correct path-by predicting the consequences of actions or by examining the actions themselves? A portion of the course is devoted to recent developments in virtue theory, and ancient tradition that examines the intentions of the moral agent rather than consequences or acts.

This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

## PRS 2230 - Philosophy in Pop Culture - 3 credits

An investigation of contemporary values and philosophic issues expressed through selected forms of contemporary art and life style, including science fiction, pop music, film, video, consumer culture, etc. What is "pop" culture? What attitudes toward being human are expressed and marketed in popular culture today? What concepts and perspectives on human community and the cosmos are operative in "pop" culture? What tools does

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philosophy offer to critique contemporary culture? This course will offer opportunities for intergenerational dialogue and philosophic assessment of the values implicit in "pop" culture.

This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

## PRS 2310 - The Spiritual Journey - 3 credits

Many spiritual orientations and practices talk about life as a "journey," as a process of spiritual growth and discovery of life's meaning in relationship to a transcendent reality, named variously as God/Goddess, Enlightenment, The One, Truth, Higher Power, etc. In all of these traditions, the "spiritual journey" is not just about concepts of spiritual life, but about how real people live their lives aimed toward ultimate significance. This course will explore what life as a spiritual journey is about, through the autobiographies of such pilgrims as Thomas Merton, Malcolm X, U2, Rigoberta Menchu and Black Elk. Are we all on a "spiritual journey' even if we think we are not, even if we are not religious? Students will reflect on their own spiritual development in light of insights offered by artists, and mystics, as well as theological and psychological writers.

This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

## PRS 2410 - Environmental Ethics - 3 credits

This course explores the issues in environmental ethics that have been the focal points of recent discussions in the field: humanity's place in the universe; the related issues of anthropocentrism (human centeredness) vs. biocentrism (life centeredness) and ecocentrism (the ecosystems that enable the emergence of and that nurture life); intrinsic and instrumental value in humans and non-humans; deep ecology vs. animal rights; deep ecology and ecofeminism; eco-justice and human rights; and the philosophic underpinnings of the sustainable development vs. growth economies and globalization debate. This course is recommended for students with sophomore standing or above.

This course meets the General Education Humanities Breadth requirement and may be Reading/Writing enhanced.

## PRS 2541 - Race and Religion in America - 3 credits

The class explores some of the characteristics of African religions; slave religion, slave narratives, and their role in slave rebellions; the central role of religion in the African American community throughout American history; the role of religion in the context of the

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

This course meets the General Education Humanities Breadth and Information Literacy Enhancement requirements.

## PRS 3980 - Capstone Course - 3 credits

Contents to be selected by student and instructor to include student's reflections on: (1) the totality of the student's study of philosophy, (2) how the major comes together as a whole, (3) how it is integrated into the student's entire academic program, and (4) how it relates to the student's life. For majors, minor and other interested students.

Prerequisite: Junior standing, or successful completion of a 1000-or 2000-level PRS course, or permission of instructor.

## Psychology (PSY)

## PSY 1030 - Introduction to Psychology - 3 credits

## Fall and Spring Semesters

An introductory course concerned with the methods and principles of psychology. Major emphasis is placed upon the theoretical aspects of psychology. Topics include research methods, perception, basic learning processes, memory and cognition, the biological basis of behavior, motivation, personality and individual differences, abnormal behavior and its treatment, and social influence processes.

This course meets the General Education Social Science Breadth requirement.

PSY 1400 - Child Development - 3 credits
Fall and Spring Semesters

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Focuses on the ways in which children develop emotionally, physically, socially, and intellectually, starting from the moment of conception until puberty.

This course meets the General Education Social Science Breadth requirement.

## PSY 2010 - Orientation to the Psychology Major - 1 credit

## Fall and Spring Semesters

This purpose of this course is to give Psychology majors the knowledge and tools they need to get the most out of the major and assist them in making informed decisions about career choices in Psychology. It is also designed to assist potential Psychology majors in determining if the Psychology major is the most viable option to assist them in achieving their career goals. During the course, you will learn about Psychology at Curry College, including course requirements and opportunities available outside the classroom. You will learn about writing in American Psychological Association (APA) format and have opportunities to practice writing in this format.

## PSY 2050 - Research Methods in Psychology - 4 credits

## Fall and Spring Semesters

(Formerly "Experimental Psychology") An introduction to the scientific method as applied to the study of human behavior. This course focuses on a critical evaluation of naturalistic observation, survey research, correlational studies, an true experiments as methods of answering questions about behavior period. The course emphasizes critical thinking and quantitative analysis of research data. Students will perform studies and will summarize their work in written research reports involving observation of behavior and collection and analysis of research data using basic statistical methods.

Prerequisite: PSY 1030 and MATH 1150.

## PSY 2060 - Aging and the Life Cycle - 3 credits

## Offered periodically within a three-year academic cycle

Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as SOC 2060).

Prerequisite: Any 1000-level PSY or SOC course.

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## PSY 2070 - Motivation - 3 credits

## Spring Semester

The study of how internal psychological processes interact with the social context to influence human behavior. Particular attention is given to sexual and aggressive motives, biological factors, cognition, and the role of expectation in guiding human behavior.

Prerequisite: PSY 1030.

## PSY 2090 - Personality - 3 credits

## Fall Semester

This course examines several theoretical perspectives on the development of personality and abnormal behavior. This course reviews both historical and current trends in personality psychology (from phrenology to constructivism) and encourages students to understand the social climate that may shape the dominant beliefs of the personality psychologists.

Prerequisite: PSY 1030.

## PSY 2100 - Adolescent Psychology - 3 credits

## Spring Semester

The study of the changes (social, intellectual, emotional, and physical) associated with adolescents. Attention will be paid to a variety of cultural and global perspectives and experiences related to the transition to adulthood.

This course meets the General Education International/Global Interdependence requirement.

Prerequisite: PSY 1030.

## PSY 2125 - Substance Use Counseling: Theory and Practice - 3 credits

## Alternate Fall Semesters

This course examines assessment, diagnosis and treatment modalities for counseling of individuals with substance use disorders. There will be an emphasis on the importance of comprehensive integrated treatment of individuals with co- occurring psychiatric and

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substance use disorders. Students will be introduced to prevention strategies, relapse prevention strategies, treatment planning, the importance of family therapy and self-help groups and how they relate to treatment outcome.

Prerequisite: PSY 1030.

## PSY 2130 - Introduction to Clinical and Counseling Psychology - 3 credits

## Fall Semester

This course introduces students to, and provides training in, the basic skills used in clinical and counseling psychology. Topics covered include: ethics, assessment and treatment procedures such as diagnostic and development intakes, survey measures and interviewing, psycho-educational and skills groups, curricula related to program outreach and treatment in community settings (e.g., college campuses, schools, clinics), the DSM-5 supervision, professionalism and issues of diversity related to working with and to help others. Threaded throughout the course will be the concept of counselor as social change agent and advocate. Students will be encouraged to examine their own attitudes, values, self-care practices, and interpersonal skills. This course will help prepare students for internships and future careers in Psychology.

This course meets the General Education International/ Global Interdependence requirement.

## PSY 2200 - Behavior Disorders in Children - 3 credits

## Fall and Spring Semesters

Reviews the major recognized emotional disorders of children. Attention is directed to detecting and assessing the nature and degree of the child's problems.

Prerequisite: PSY 1030.

## PSY 2220 - Death, Dying \& Bereavement - 3 credits

## Offered periodically within a three-year academic cycle

This course will examine customs, attitudes and beliefs, and rituals associated with death, dying, and bereavement. Emphasis will be placed on death and dying in the developmental cycle of the individual and in a social-cultural context. (Same course as SOC 2220).

Prerequisite: Any 1000-level PSY or SOC course.

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## PSY 2230 - Palliative Care for Older Adults: Principles and Practice - 3 credits

## Offered periodically within a three-year academic cycle

Promoting quality of life for people living with serious illness, along with effective communication strategies and skills, are key concepts of palliative care for older adults. Honoring and preserving individual worth, intrinsic value and dignity during difficult circumstances will be addressed through case studies, reflective writing and discussion.

Prerequisite: PSY 2400.

## PSY 2250 - Family Life - 3 credits

## Offered periodically within a three-year academic cycle

Examines major psychological issues in the family including theories and techniques of child rearing, relationships among family members, and patterns found in diverse families and cultures. The course will also include analyses of family conflicts, including the recognition and remediation of challenges such as poverty, substance use, family violence, homelessness, racism, aging, sexism, and illness.

Prerequisite: PSY 1030.

## PSY 2300 - Abnormal Psychology - 3 credits

## Spring Semester

This course examines the nature, causes, and treatment of the major forms of psychopathology. Topics will include diagnosis and assessment, stress and psychopathology, and the major classes of disorders, including anxiety disorders, mood disorders, personality disorders, substance-related disorders, eating disorders, schizophrenia, and disorders of childhood. The major psychological, biological, and sociocultural models of psychopathology, as well as empirical findings, will be emphasized.

Prerequisite: PSY 1030.

## PSY 2310 - The Psychology of Criminal Behavior - 3 credits

## Spring Semester

This course examines the nature and causes of crime from a bio psychosocial perspective, with a primary focus on the contribution of biological, psychological, social, and environmental factors to the development of criminal behavior. The heterogeneity of

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criminal behavior will also be explored, with attention paid to the different subtypes of offenders, as well as to the role that mental illness plays in criminal behavior. The course will also focus on the application of psychological principles to the rehabilitation of offenders in community and institutional settings.

Prerequisite: PSY 1030.

## PSY 2330 - Drugs and Behavior - 3 credits

## Spring Semester

A survey of psychoactive drugs emphasizing the social, psychological, and legal context of drug use. Four major aspects of use will include drug definitions, drug effects, drug related behavior and the drug experience throughout history. Discussion of prevention and treatment of drug abuse as well as social control of drug use will be included.

Prerequisite: PSY 1030.

## PSY 2400 -Human Development - 3 credits

## Fall and Spring Semesters

The course will focus on cognitive, physical, emotional and social changes over the life span. Emphasis will be placed on the psychological issues relevant to each stage in the life cycle.

Prerequisite: PSY 1030.

PSY 2410 - Older Adult Wellness: Evidence-based Practice and Research - 3 credits
Offered periodically within a three-year academic cycle
Evidence-based strategies for health promotion, disease prevention, and chronic illness management for older adults are explored. Quality of life is addressed through physical, cognitive, psychological, emotional, and spiritual domains of wellness.

Prerequisite: PSY 2400.

PSY 2500 - Behavior Change: Theory and Alternate Practice - $\mathbf{3}$ credits

## Alternate Fall Semesters

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Covers the theoretical, ethical and practical considerations of different behavior change techniques including behavior modification, as used by psychologists, educators, nurses, business managers and other professionals.

Prerequisite: PSY 1030.

## PSY 2800 - Social Psychology - 3 credits

## Fall Semester

This course examines the various ways our thoughts, feelings and behavior are influenced by other people. The objective is to familiarize students with issues, methods, theories and research pertinent to the study of social psychology, as well as to help students understand how social psychological principles are applicable to their lives. Classic and contemporary topics include social perception, attribution, conformity, obedience to authority, attitudes and persuasion, brainwashing, stereotypes and prejudice, interpersonal attraction and relationships, group behavior, aggression, and pro-social behavior.

Prerequisite: PSY 1030.

## PSY 2900 - Practicum in Psychology - 3 credits

## Fall and Spring Semesters

In this service-learning course, you contract to volunteer with a community agency to gain practical applied experience in a community setting. In the classroom, structured assignments are designed to help you transfer learning from psychology coursework to the "real world" and to reflect on your career goals and interests. As a psychology major, you must think critically and scientifically and to work effectively with diverse groups of people; because these skills are relevant in virtually every setting. ( 100 hours of classroom time and 3-4 hours per week of supervised field experience.)

This course meets the General Education Active Learning requirement.
Prerequisite: PSY 1030.

## PSY 3020 - Psychological Tests - 3 credits

## Offered periodically within a three-year academic cycle

This course provides a historical overview of psychological testing, emphasizing intelligence and personality tests. Students will learn about all aspects of the testing enterprise, such as construction, reliability and validity research, administration issues, and the ethical use of

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tests. Special attention is given to the abuse of psychological tests in order to justify social and political climates.

Prerequisite: Any 2000-level PSY course.

## PSY 3100 - Psychology of Learning - 3 credits

## Alternate Fall Semesters

The study of the ways in which individuals adapt to changes in their environment. Also studied will be methods designed to improve learning skills.

Prerequisite: Any 2000-level PSY course.

## PSY 3110 - Psychoanalytic Psychology - 3 credits

Offered periodically within a three-year academic cycle
This course provides an opportunity for in-depth analysis of psychoanalytic theory. Students read the writings of Sigmund Freud and other early analysts. Attention is paid to psychosexual stages of development, theories of repression and regression and treatment protocols. Neo-Freudians are also discussed. Students will examine applications of psychodynamic theories in advertising, fairy tales, trauma and parenting. Criticisms of dynamic therapy will also be included.

Prerequisite: Any 2000-level PSY course.

## PSY 3120-Counseling Theory - 3 credits

## Spring Semester

An examination of major theoretical models used in counseling, and applications of theories to the counseling process. A background in both abnormal psychology and personality theory will be presupposed.

Prerequisite: Any 2000-level PSY course.

## PSY 3130 - Brain and Behavior - 3 credits

## Fall Semester

Studies the emerging field of Neuroscience, with a focus on theories of how brain function creates our higher psychological processes, e.g., attention, memory, perception, and

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language. Problems to be explored include the role of brain mechanisms in human development, learning, motivation, emotion, sexuality, aggression, addiction, and mental illness. Specific attention will be devoted to the neuropsychology of learning disabilities.

Prerequisite: Any 2000-level PSY course.

## PSY 3135-Cognitive Psychology-3 credits

## Every Year

This course is designed as an introduction to the theory and research in the area of Cognitive Psychology. This course considers empirical investigations and theoretical accounts of cognitive issues, including perceptual processes, attention, memory, language, problem solving, imagery, creativity, reasoning, and decision-making.

Prerequisite: Any 2000-level PSY course.

## PSY 3150 - Neuropsychology of Learning Differences - 3 credits

## Offered periodically within a three-year academic cycle

This course will survey neuropsychological topics and conditions that are relevant to the performance of individuals in educational, clinical, and criminal justice settings. The focus will be on how brain compatible teaching can enhance the practice of professionals as well as the learning and development of the people with whom they work. Specific areas of interest will include left-right whole brain learning, learning style differences, the impact of gender and cultural differences on learning, and the involvement of learning disorders (attention deficit disorders, dyslexia, and autism spectrum disorders) in the learning process. Additional areas of interest will include the effects of traumatic brain injury, stroke and Alzheimer's disease on the learning process. The course will review sample neuropsychological assessments and practical, effective intervention plans that address the learning and emotional needs of individuals in the human service settings noted above.

Prerequisites: Any 2000-level PSY course, sophomore standing.

## PSY 3160 - School Psychological Services - 3 credits

## Offered periodically within a three-year academic cycle

Studies a variety of topics related to student performance in educational, clinical and/or criminal justice settings. The focus will be on student mental health as the foundation of all learning and development. Topics will include wellness, behavior problems and mental health disorders, as well as prevention and intervention. Attention will be devoted to

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professional training and ethical standards, student diversity issues, collaboration and consultation with student stakeholders, assessment strategies and social policy, legal and fiscal issues that influence service delivery. Additional areas of study include school-based mental health and wellness, interventions for mental health problems, e.g. behavior, mood and substance abuse disorders and student exposure to violence, abuse and trauma. Resources for students, educators, families and advocates will be reviewed. Students will become involved in a hands-on approach to solving problems through research and miniproject papers.

Prerequisites: Any 2000-level PSY course, sophomore standing.

## PSY 3170 - Autism Spectrum Disorders: Theory, Assessment, and Interventions - 3 credits

## Offered periodically within a three-year academic cycle

This course will examine children, adolescents and young adults who present with Autism Spectrum Disorders (ASD). An examination of definitions cumulating to ASD, review of the DSM-IV/V diagnostic presentations, understanding eligibility criteria, incidence rates, etiology, neurodevelopment/ neuropsychological impact, comprehensive assessment procedures, evidence-based interventions, learning the initial stages of applied behavioral analysis, development of tools for social-relational approaches, understanding cultural impact, understanding and developing pragmatic communications approaches, and the effective transition to adulthood are among the many areas examined in this course. Perspectives from the student/client, family, school, community and career personnel are explored and expressed. Problem-solving collaborative approaches and professional development are the focus of this course. Goals are to develop a basic set of competencies to begin working with students/clients presenting with ASD via course work and applications/project(s), as well as to explore possible future internships.

Prerequisite: PSY 2200 and junior or senior status.

## PSY 3200 - Stress, Coping and Adaptation - 3 credits

## Offered periodically within a three-year academic cycle

This course examines both the physiological and psychological nature and consequences of stress and trauma. The primary objective is to familiarize students with methods, theories, and research in the study of stress. Topics will include basic models of stress, arousal, and emotion; learned helplessness; life change and stress; behavioral style, personality, and their links to illness; stress and immune function; social support; crowding; institutional and

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organizational stress; post-traumatic stress disorder (PTSD), and stress management. Readings will be derived from primary journal articles, as well as from chapters from books written by experts in the area.

Prerequisite: Any 2000-level PSY course.

## PSY 3210 - Stereotypes and Prejudice - 3 credits

## Offered periodically within a three-year academic cycle

This course examines the topic of prejudice as viewed by Social Psychology. The goal of the course is to familiarize students with current and classical social-psychological theory and research regarding prejudice, especially prejudice related to race and culture. Topics will include historical approaches to understanding prejudice, personality approaches, social categorization and stereotyping, "modern" racism, the social consequences of prejudice, and ways to combat prejudice. Because some of the topics may be controversial, students will be expected to view such topics in a dispassionate, scientific manner.

Prerequisite: Any 2000-level PSY course.

## PSY 3220-Attitude Change and Social Influence-3 credits

## Offered periodically within a three-year academic cycle

The study of the processes underlying attitude change and social influence has long been central to the field of social psychology because these processes often play a vital role in advertising, health behavior, interpersonal attraction, prejudice, voting, social movements, environmental conservation and consumer behavior. The objective of the course is to provide students with a background in the theories of attitudes, attitude change and social influence and to review classic and contemporary research in these areas. In addition, students will learn the various techniques that have been most effective with regard to attitude change and social influence. Topics studied will include attitudes and their formation, models of attitude change and persuasion, brainwashing and intense indoctrination, subliminal influence and social influence in groups.

Prerequisite: Any 2000-level PSY course.

## PSY 3225 - Multicultural Psychology - 3 credits

## Offered periodically within a three-year academic cycle

This course provides an opportunity for the study of behavior, cognition, and affect in settings where people of different backgrounds interact. Topics include the influence of

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culture on worldviews, communication, health and mental health as well as acculturation, identity development, stereotyping, and discrimination. This course involves selfexploration into one's own beliefs and values. Students gain a greater understanding and learn about other perspectives beyond their own experiences through assignments and discussions.

This course meets the General Education Diversity requirement. Open to only psychology majors and psychology minors.

Prerequisites: One 2000 and one 3000-level PSY course.

## PSY 3260 - Psychology of Violence \& Terror - 3 credits

## Offered periodically within a three-year academic cycle

This course will study the social, psychological and cultural forces that promote violence among people and the consequences of violence and terror. It will examine the use of violence and its impact on victims. Particular attention will be given to the effects of traumatic stress on law enforcement and public safety practitioners, and the role of community cohesion in moderating the effects of disaster and terror.

Prerequisite: Any 2000-level PSY course.

## PSY 3300 - Moral Development - 3 credits

## Offered periodically within a three-year academic cycle

This course will explore the various theories and studies detailing the development of moral thoughts, feelings and behaviors. Problems in character development will be addressed, along with strategies for fostering morality. Consideration will be given to the effects of temperament, gender, family and culture.

Prerequisite: Any 2000-level PSY course.

## PSY 3350-Health Psychology - 3 credits

## Spring Semester

This course critically examines the history of health psychology, major theories in the field and methods of applying health psychology knowledge to promoting health and preventing disease. Particular attention will be given to the roles of individual, social, cultural and economic factors. Topics include global communicable and chronic diseases, stress and coping, HIV and AIDS, risky behaviors, cardiovascular disease, chronic pain, and cancer.

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Prerequisite: Any 2000-level PSY course.

## PSY 3400 - Peer Teaching in Psychology - 3 credits

Provides an opportunity for Junior and Senior Psychology majors to obtain supervised experience in tutoring and assisting in the teaching of Psychology students in a specific Psychology course. Students must have completed, and received a grade of B+ or better, in the course in which they participate in peer teaching.

Prerequisite: Any 2000-level PSY course and approval of instructor.

## PSY 3450 - Psychology Internship - 1-9 credits

## Fall and Spring Semesters

Provides students with practical experience working in an applied field placement. Field placement sites are selected with the assistance of the Psychology Internship Coordinator. Students are required to attend a weekly seminar with their faculty supervisor.

This course meets the General Education Active Learning requirement.
Prerequisite: A 2.75 GPA, completion of 12 PSY credits at the 2000 level or higher, and junior or senior standing.

## PSY 3450 - SM Psychology Internship Seminar

This course is required for all students doing a Psychology internship and must be taken during the semester of internship. Students must arrange an internship with the assistance of the Psychology Internship Coordinator. In addition to spending time each week in their field placement students will integrate their learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.

## PSY 3500 - Senior Seminar - 3 credits

## Fall and Spring Semesters

Required for advanced psychology majors. Integration and synthesis of knowledge and experience in psychology is an important goal of this course. Potential graduate students should take this course in the fall.

Prerequisites: Any 2000-level PSY course and senior status.

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## PSY 3600 - Issues in Aging - 3 credits

## Offered periodically within a three-year academic cycle

This course will explore the process of aging and how it affects our personal and professional lives. We will discuss concerns of family members and caretakers of the elderly. Legal, ethical and spiritual dimensions will be addressed. Students will develop counseling/ casemanagement skills essential to working on interdisciplinary teams. We will also examine public policy, advocacy and cross- cultural issues. Students will explore the social and political ramifications of the graying of the world population. Future career options in gerontology will be explored.

Prerequisite: Any 2000-level PSY course.

## PSY 4000 - Independent Research - 3-6 credits

## Fall and Spring Semesters

Structured research activity involving participation in an ongoing research project.
Prerequisite: Departmental approval.

## PSY 4100 - Independent Readings in Psychology - 1-3 credits

The student will design an independent readings course in an area of Psychology approved by the faculty. A bibliography and integrative paper are required.

Prerequisite: Departmental approval.

## Studio Arts (SA)

## SA 1770 - Two-dimensional Design - 3 credits

## Fall and Spring Semesters

This course is the study of visual design through projects in linear dynamics, color, shape, texture, composition, and conceptual unity. It is prerequisite to upper-level study in graphic design and studio arts. A non-major who completes this course and declares a major in Graphic Design or Studio Arts may submit a portfolio for consideration for substitution of this course for Two-dimensional Design for Majors. Students are expected to purchase supplies.

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This course meets the General Education Arts Breadth requirement.

## SA 1775 - Two-dimensional Design Studio-3 credits

## Fall Semester

This course is the study of visual design through projects in linear dynamics, color, shape, texture, composition, and conceptual unity. Students identify the descriptive and explanatory power that formal design elements and principles offer to strengthen the communicative properties of visual ideas. It is prerequisite to upper-level study in graphic design and studio arts. It is intended for Graphic Design and Studio Arts Majors or for Minors interested in enhanced rigor. Students are expected to purchase supplies.

This course is open only to Studio Arts and Graphic Design majors and minors.
This course meets the General Education Arts Breadth requirement.

## SA 1780 - Three-dimensional Design - 3 credits

## Spring Semester

The study of the design and construction of three-dimensional forms in a variety of materials. The course introduces the fundamental principles of sculptural form through the inventive use of simple materials. Students are expected to purchase supplies.

## SA 1790 - Light and Color Studio-3 credits

## Spring Semester

This course is intended for Graphic Design and Studio Arts Majors interested in enhanced rigor. The goal of this course is for the student to develop sensitivity to the visual effects of light and color and how color can be used to achieve artistic goals. The principal media for exploration are collage and painting on paper. Students will be exposed to a variety of images in order to clarify and reinforce ideas. This course is a prerequisite to upper-level study in Graphic Design and Studio Arts. Students are expected to purchase supplies.

## SA 1800 - Drawing - 3 credits

## Fall and Spring Semesters

This course is intended for non-Graphic Design and Studio Arts Majors. Introduces drawing techniques and explores the particular quality and expressiveness of a variety of drawing media - pencil, ink, charcoal, and conté crayon. Students practice drawing skills with

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emphasis on compositional principles and the development of visual sensitivity. A nonmajor who completes this course and declares a major in Graphic Design or Studio Arts may submit a portfolio for consideration for substitution of this course for Drawing for Majors. Students are expected to purchase supplies.

This is a beginning level course; prior experience in the studio arts is not necessary.
This course meets the General Education Arts Breadth requirement.

## SA 1810 - Drawing Studio-3 credits

## Spring Semester

This course is intended for Graphic Design and Studio Arts Majors or for Minors interested in enhanced rigor. Introduces drawing techniques and explores the quality and expressiveness of a variety of drawing media - graphite, ink, charcoal, and conté crayon. Students practice drawing skills with emphasis on compositional principles and the development of visual sensitivity. It is prerequisite to upper-level study in graphic design and studio arts. Students are expected to purchase supplies.

## This course meets the General Education Arts Breadth requirement.

## SA 2001 - Art and Identity - 3 credits

Offered periodically within a three-year academic cycle
Students analyze the work of artists that examine the complexity of identity and challenge cultural norms through intimate, personal subject matter. In response students create powerful and thought-provoking images through use of symbolic content and metaphor to represent a sense of self and personal identity. Students are expected to purchase supplies.

This course meets the General Education Diversity requirement.
Prerequisite: SA 1770, SA 1775 or SA 1800.

## SA 2072 - Digital Art - 3 credits

## Alternate Spring Semesters

Explores how the computer can be used as tool to make art. Through class projects, students will create both images that are generated entirely on a computer and images made by integrating traditional art making techniques with digital components. Students are

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encouraged to think conceptually and creatively. While developing images, students practice formal design principles and communicate their ideas visually. (Same course as GD 2072). Fee.

Prerequisites: SA 1770, SA 1775 or SA 1800; and GD 1500.

## SA 2200 - Art in the Community - $\mathbf{3}$ credits

## Offered periodically within a three-year academic cycle

This course will introduce students to the field of community art. Students will examine ideas and issues associated with community art practice through readings, discussions, writing, and art making. Students will learn about and discuss examples of established work in the community arts field, including: public art, collaborative art, art that promotes healing, and creative youth development projects. Students will also view and discuss examples of public art during a field trip to MIT's Public Art Collection or a field trip to see another community art project happening during the semester in and around Boston. The course will culminate in a hands-on group community art project, that will require students to apply the models and approaches to community art that have been studied.

This course meets the General Education Arts Breadth and Reading/Writing Enhancement requirements.

Prerequisites: WRIT1200 or WRIT1400, WRIT1500 and SA 1770, SA 1775 or SA 1800.

## SA 2750 - Printmaking I-3 credits

## Alternate Years

This course explores different forms of printmaking using both a press and hand-printing techniques. Students experiment with a variety of methods that produce unique as well as multiple images. Elements of surface, texture, layering and transparency are all important in the printmaking process. The class will be geared to individual skills making it appropriate for beginners and advanced students. Students are expected to purchase supplies.

Prerequisite: SA 1770, SA 1775, SA 1800 or SA 2775.

## SA 2775 - Relief Printmaking - 3 credits

This course provides the student with in-depth experimentation in creating single and multiple color linoleum and woodblock prints. It encourages creative exploration of ideas and content in projects that are designed to help students develop their individual artistic

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vision and voice. Students first learn how to design, carve and print single-color images through translating drawn and digital images into carved ones. Students then progress to create multiple color prints using monoprint, reductive, and multiple block methods.

This course meets the General Education Arts Breadth requirement.

## SA 2780 - Sculpture - 3 credits

## Alternate Years

Provides an opportunity to design and construct sculptural forms using many techniques such as plaster casting, paper mache, wood construction, stone carving, and clay modeling. Students are expected to purchase supplies.

Prerequisite: SA 1780 or permission of instructor.

## SA 2797 - Digital Photography - 3 credits

## Spring Semester

Combining traditional techniques and contemporary digital technology, this course will seek to realize new aesthetic possibilities in photography. Students will photograph assignments designed for manipulation and enhancement in the digital darkroom and produce a final portfolio. A digital or 33mm camera is required. (Same course as GD 2797).

Pre or Co-requisite: GD 1500, SA 1770 or SA 1775.

## SA 2800 - Figure Drawing - 3 credits

## Alternate Years

Advances drawing techniques by focusing on the human figure and the more complex issues of the drawing process. Students are expected to purchase supplies.

Prerequisite: SA 1800 or permission of instructor.

## SA 2810 - Painting I-3 credits

## Alternate Years

Teaches the fundamental techniques of painting, including canvas preparation, color mixing, composition, form and content. Students will be encouraged to develop and pursue personal imagery while working from a variety of sources. Students are expected to

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purchase supplies.
Prerequisite: SA 1770, SA 1775, SA 1800 or SA 1790.

## SA 2813 - Watercolor - 3 credits

## Alternate Years

An introduction to painting using watercolor. Students paint from representational forms in still life and landscape, and experiment with color and design using non-objective imagery. The course explores both the technical and expressive aspects of watercolor paint. Class projects are geared to Individual skill, making them appropriate for beginning and advanced students. Students are expected to purchase supplies.

Prerequisite: SA 1770, SA 1775 or permission of instructor.

## SA 2819 - Studio: Painting and Drawing - 3 credits

## Alternate Years

Explores painting, drawing and mixed-media techniques while encouraging the development of a personal visual language. Through the manipulation of collected materials, paper, paint, drawing tools and digital images, students will explore blending disparate elements and materials into a cohesive whole. The course gives special emphasis to choice of materials and inventiveness of ideas. Students are expected to purchase supplies.

Prerequisite: SA 1770, SA 1775 or SA 1800.

## SA 2870 - Artists' Books - 3 credits

## Alternate Years

This course explores and focuses on making unique artist's books. Beginning with simple structures, students will learn to construct traditional and non-traditional book forms using images and text. Through creating one-of-a-kind books, students will address concept, design and technique. Images of work by contemporary book artists will provide an understanding of the many ways in which ideas can be presented in this form. Students are expected to purchase supplies.

Prerequisite: SA 1770 or SA 1775.

## SA 3072 - Digital Art II - 3 credits

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Emphasizes use of digital painting and drawing to create a cohesive body of creative work. Students build upon skills and methods taught in Digital Art to create work that is produced digitally and/or made by integrating traditional art making techniques with digital components. Students synthesize experience and technique to create a cohesive portfolio of digital art that uses formal design elements and principles to communicate their ideas visually.

Prerequisite: SA 2072.

## SA 3750 - Printmaking II - 3 credits

Encourages students to develop one of the printmaking processes studied in Printmaking or Relief Printmaking. Deep understanding of the process is encouraged, along with experimentation and manipulation of materials. Presenting prints in a professional manner is a component of the course. Emphasis is placed on developing personal artistic vision and voice in order to produce a cohesive portfolio of prints. Students are expected to purchase supplies.

Prerequisite: SA 2750 or SA 2755.

## SA 3800 - Drawing II - 3 credits

Encourages students to develop an individual expressive style based on prior drawing experience. Advances drawing techniques to develop formal and conceptual skills Emphasis is placed on developing personal vision and voice in order to produce a cohesive portfolio of drawings. Students are expected to purchase supplies.

Prerequisite: SA 1800.

## SA 3980 - Visual Arts Seminar - 3 credits

## Fall Semester

The capstone course for the Graphic Design and Studio Arts majors focuses broadly on the nature of an integrated perspective on the arts, with specific attention to the various visual arts, such as graphic design, studio art and photography. It provides an opportunity for students to articulate their own informed philosophies of art while synthesizing prior learning and experience. The course will focus on contemporary issues in the arts; for public art, government funding, censorship, appropriation, and the making of judgments regarding the role of art in society. This course is the required capstone course for Graphic Design and Studio Art majors and is open to all other majors. (Same course as GD 3980).

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Prerequisites: SA 1775, SA 1790, any 2000-level GD or SA course, and junior standing.

## SA 4050 - Independent Studio: Studio Arts - 1-8 credits

## Fall and Spring Semesters

See description in the Academic Policies \& Procedures section of this Catalog, under Independent Study.

## SA 4650 - Portfolio Development - 3 credits

## Fall Semester

This course addresses the dynamics of preparing a professional portfolio. Students will combine self-knowledge, with high caliber design materials, writing with interview techniques and industry knowledge to create a unique presentation of their work. The student will compile a fully-integrated digital portfolio and promotional materials and prepare for successful employment. All students are expected to join AIGA and are required to participate in the AIGA Portfolio Night. (Same course as GD 4650).

Prerequisites: senior standing for GD and SA Majors only.

## Science (SCI)

## SCI 1010 - The Sciences: Approaches to the Natural World - 4 credits

## Fall and Spring Semesters

An examination of how scientists address questions about life, matter, and the nature of the universe. Emphasis is placed on "How do we know?" and "Why does it matter?": the methods by which scientists achieve understanding, and the perspectives on the contemporary world that this understanding provides. Lecture and recitation.

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

Corequisite: SCI 1010R.

## SCI 1010R - Recitation for SCI 1010 - 0 credits

Fall and Spring Semesters

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An additional classroom-hour-per-week required of SCI 1010 sections to allow aspects of the course, including hands-on or lab activities, to be treated by smaller groups of students.

## SCI 1010 - Food Chemistry - 4 credits

## Fall or Spring Semester

An examination of how scientists address questions about life, matter and the nature of the universe. Emphasis is place on "How do we know?" and "Why does it matter?": the methods by which scientists achieve understanding, and the perspectives on the contemporary world that this understanding provides. In this section of SCI10101 we will focus on food. The first half of the courses will focus on the economics of food production in the United States, and how it has been shaped by demand, culture, and even fashion. We will explore how modern science has enhanced food production, and how our views on genetically modified organisms, pesticides, and animal welfare are changing the modern food economy. Concurrently, we will be exploring the science that enables us to turn raw ingredients into cuisine. Why do we cook? What molecules make-up food? We will explore the intersection of biology, physics and chemistry to earn how to be better cooks and how to use the scientific method in the kitchen. Lecture and Recitation.

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

Corequisite: SCI 1010R.

## SCI 1010R - Recitation for SCI 1010 (Food Chemistry) - 0 credits

## Fall or Spring Semester

An additional classroom-hour-per-week required of SCI 1010 sections to allow aspects of the course, including hands-on or lab activities, to be treated by smaller groups of students.

## SCI 1020 - The Human Body - 4 credits

## Fall and Spring Semesters

Designed to give students a basic knowledge and understanding of the human body. Using biological and chemical principles, it will concentrate on the functions of the main body parts, the interaction of the various body systems, the maintenance of stable internal body conditions, and the disruption of "wellness" by common diseases. It will use media articles

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and other sources to discuss new scientific and medical technologies related to humans. There will be several laboratory experiments during the semester, where students will learn more about themselves and the scientific process, through simple exercises.

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

Corequisite: SCI 1020R.
Note: Students cannot take this course for credit if they have previously received credit for BIOL 1075/1175 and/or BIOL 1085/1185.

## SCI 1020R - Recitation for SCI 1020-0 credits

## Fall and Spring Semesters

An additional classroom-hour-per-week required of SCI 1020 sections to allow aspects of the course to be treated by smaller groups of students.

## SCI 1030-Astronomy - 4 credits

## Fall and Spring Semesters

A study of astronomy revealing the role of science in cosmic evolution, the nature of the solar system, and its place in the Milky Way Galaxy. The course will show the interrelatedness of many areas of science: biology, chemistry, physics, and geology, and the student will become aware of the relevance of being a part of the universe.

This course meets the General Education Science Breadth and Quantitative Literacy Enhancement requirements.

Corequisite: SCI 1030R.

## SCI 1030R - Recitation for Science 1030-0 credits

## Fall and Spring Semesters

An additional classroom-hour-per-week required of SCI 1030 sections to allow aspects of the course to be treated by smaller groups of students.

## SCI 1040 - Biotechnology for Non-Science Majors - 4 credits

This course is designed to give non-science majors an overview of Biotechnology and its

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global impact on society. Students will be taught scientific principles that apply to numerous Biotechnology sectors. Students will learn the fundamentals of biotechnology and learn how gene, genomes, and organisms are genetically manipulated and how genetically engineered products can be used to clean the environment and improve human health. The course is supplemented with laboratory exercises that illustrate the basic concepts and techniques used in biotechnology. Students will also be introduced to both sides of the ethical implications of Biotechnology.

This course meets the General Education Science Breadth requirement.
Corequisite: SCI 1040R.

## SCI 1040R - Biotechnology for Non-Science Majors - 0 credits

An additional classroom-hour-per-week required of SCI 1040 sections to allow aspects of the course to be treated by smaller groups of students.

## SCI 2220-Occupational Health, Safety, and Environmental Affairs - 3 credits

## Spring Semester

This is a study of occupational health, safety, and environmental affairs-the principles, practice, and compliance. It covers the nature of workplace hazards, liability, federal regulations, HSE programs, toxicology, industrial hygiene, and risk analysis.

## Sociology (SOC)

## SOC 1000 - Introduction to Sociology: The Sociological Imagination - 3 credits

## Fall and Spring Semesters

This course serves as an introduction to the discipline of Sociology. Sociology is the study of human interaction and society. This includes both the power of individual actors and larger structures within society. Often times we may understand our decisions and actions to be entirely and exclusively our own, when in fact they are the complicated product of the interaction between ourselves and the institutions and structures of our society. In this course, we will begin to understand the interaction between society and the individual, and how sociologists study and explain social phenomena. Key concepts introduced include: culture, groups, socialization, social interaction, institutions, and inequality.

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This course meets the General Education Social Science Breadth and Information Literacy Enhancement requirements.

Not open to students who have taken SOC 1000: Perspectives on Society and Culture or SOC 1000: Social Life.

## SOC 1001 - Career and Academic Exploration - 1 credit

## Spring Semester

This course will equip Sociology and Justice majors with the tools to succeed in their major as well as make connections and establish relationships with faculty in the department and student support staff at the College. Students will learn about the major, major requirements, internships, and explore the connections to career readiness and career opportunities. Students will also begin to network with our faculty and upper-class students to investigate career and internship possibilities, and students will begin to develop an understanding of how academic, co-curricular and employment experiences influence career readiness and professional development. Focus will be on career readiness competencies essential to success in the justice professions: such as professionalism/work ethic, oral and written communication, career and self-development (interpersonal skills) and teamwork/collaboration and community building. For CJ, SOC, and TJUS majors only. (Same course as CJ 1001).

## SOC 1100 - Sociology of Popular Culture - 3 credits

## Fall and Spring Semesters

This course examines the social significance of popular culture historically and in the contemporary era. Topic covered include theories of popular culture. Distinctions between "high" and "low" culture, domination and resistance in popular culture, the effect of mass culture on contemporary society, fan cultures, and "textual poaching." In our examination of popular culture we will also learn about sociological theories and concepts.

This course meets the General Education Social Science Breadth and Information Literacy Enhancement requirements.

## SOC 1140-Quantitative Data Analysis for the Social Sciences - 3 credits

This course provides students with an understanding of how social science research is conducted and how one systematically evaluates quantitative research reported in the social scientific literature. Traditional data analysis, including the topical areas of measures of central tendency and dispersion, probability, sampling distributions, and univariate and

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multivariate techniques for hypothesis testing are examined. Students learn how to select appropriate statistical tests and how to properly interpret results. Utilizing analysis software such as SPSS or MS Excel, students perform analysis on a variety of social science data. (Same course as CJ 1140).

This course meets the General Education First Year Core Quantitative Literacy requirement.
Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

## SOC 2000 - Contemporary Black Worlds - 3 credits

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

This course meets the General Education Diversity requirement.

## SOC 2045 - Social Policy and Social Justice - 3 credits

Social Policy is both a philosophical concept and a social process. As a philosophical concept, it considers value dimensions and issues of social justice: equality versus inequality, liberty versus domination, exploitation, and oppression; cooperation versus competition; and considers social policy as a process by which organizations and institutions affect the status, well-being, stability, and security of the members of society. In addition the political, economic and social context of policy evolution will be critically examined.

This course meets the General Education International/Global Interdependence requirement.

## SOC 2050 - Social Problems - 3 credits

## Offered periodically within a three-year academic cycle

This course systematically analyzes a small selection of major contemporary social problems such as unemployment, environmental degradation and pollution, drugs, and crime, using current research and data. The focus of the course is on the sources, patterns, consequences, and current efforts at intervention and improvement of these problems, and understanding the complexity and interconnectedness of social problems. Understanding how a social

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problem is constructed and framed in popular media is an important part of understanding not only what is viewed as a social problem, but what we as a society conclude are viable solutions.

## This course meets the General Education Social Science Breadth and Reading and Writing Enhancement requirement.

## SOC 2060 - Aging and the Life Cycle - 3 credits

## Offered periodically within a three-year academic cycle

Focuses on various developmental stages of the life cycle from birth to death including cross-cultural materials, attitudes and values about the aging process, rites of passage, and the accompanying changes of status for the individual. Major milestones of each developmental stage in the life cycle are discussed focusing on often differing societal expectations regarding gender and age. (Same course as PSY 2060).

Prerequisite: Any 1000-level Sociology or Psychology course.

## SOC 2090 - Climate Justice - 3 credits

## Offered periodically within a three-year academic cycle

Climate change has already begun to disrupt the Earth and society in many ways. It threatens the suitability of the Earth and therefore the future of society. As with other environmental justice issues, climate change threatens the most socially vulnerable among us both in the United States and globally. This course explores climate justice; the unfair and uneven way in which people in different areas of the country (and world) experience the effects of environmental harms caused by climate change. We will explore the links between climate change and socioeconomic factors such as race, class and gender. Emphasis will be placed on the connections between the climate crisis and power, inequality, resistance and social change. Students will critically analyze consumption, public opinion, and denial.

Readings and current news on climate issues and movements will guide students as they explore the agendas and methods of various organizations and campaigns, and develop hands-on group projects that serve to apply this knowledge to local or regional efforts around climate and energy issues. Topics include: conflicts over natural resources, climate refugees, forms of resistance including divestment, and uneven adverse health outcomes caused by climate change.

This course meets the General Education Diversity requirement or the International/Global Interdependence requirement.

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## SOC 2095 - Environmental Justice - 3 credits

## Offered periodically within a three-year academic cycle

In this course, students will explore the disproportionate burdens of environmental contamination and environmental health disparities affecting marginalized communities. Race, class, and gender as well as other socioeconomic factors influence access to a clean environment. We will analyze the concept, available research, and how communities and groups have organized to improve the environments in their neighborhoods, cities, and on native lands. We will also explore the larger environmental justice movement; beginning in the U.S and which is now global. Both the causes and consequences of policies to eradicate these disparities will be examined. Topics include: The Superfund program, clean-up and restoration of contaminated sites, cancer and health disparities research, privatization of water, and hydraulic fracking. Throughout the course case studies are drawn upon to illustrate ideas and facilitate learning. Students will be asked to engage in problem solving and action in their own environments.

## This course meets the General Education Diversity requirement or the International/Global Interdependence requirement.

## SOC 2120 - Restorative Justice: Community and Incarceration - 3 credits

## Offered periodically within a three-year academic cycle

In this course students will explore how social justice is framed in prison settings in the United States and around the world. Students will explore the limitations of the Western legal system and look at alternatives like restorative justice practices. Students will focus on various meanings of social justice and the systemic contradictions within the criminal justice system that are mandated to punish and rehabilitate. The course will also focus on the moral dilemmas and contradictions that arise when exploring issues of racism, immigration policy, Native American history and incarceration. (Same course as CJ 2120).

## SOC 2125-Resiliency Rising: Restorative Justice, Trauma, Healing and Resilience - 3 Credits

This course will explore the trauma field within a restorative justice context including an alternative way to address violence and heal trauma that is driven by relationships not systems. Current trauma theories along with materials that build resilience will be explored. Students will examine how healing past and present traumas, building resiliency leads to more healed communities. Students will explore a process that is grounded in the reality that harm, trauma, violence, happen on the interpersonal familial, community based and

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structural/institutional levels. Structural causes and conditions that create harm and give rise to interpersonal harms/traumas will be examined. This course will be facilitated through an interdisciplinary framework which combines the head and heart with the aim of cultivating care, concern and compassion toward those impacted by harm, violence, trauma. Students will also develop skills that will allow them to more skillfully deal with the destructive effects brought on by trauma exposure. (Same course as CJ 2125).

## SOC 2130-Sociological Theory-3 credits

## Fall Semester

Can we understand social life just through our experience? Or do we improve our understanding by stepping back and observing it in a wider social context? Social theory helps us answer these questions and becomes a tool for making sense of the world we live in, from the daily interactions of individuals and groups to large-scale social relationships and broad social institutions. Discussing theoretical insights into social life, we come to clearer understandings of individual development, formation of the self, and social roles; power, inequality, and conflict; and social change. We will cover the complex relationships between theory and systematic research and ask whether they account adequately for what we observe in the world we live in. This course satisfies the General Education Reading/Writing Enhancement requirement.

## Prerequisite: Any 1000-level Sociology course.

## SOC 2160 - Urban Life: Culture and Change 3 credits

## Offered periodically within a three-year academic cycle

An analysis of urban social systems with a focus on life-styles and change in contemporary American society. The course will center on ethnicity and ethnic groups, using cross-cultural case studies, data on immigrants, and life-styles and family framework. Emphasis will be placed on strategies groups employ to manage and effect political and economic change in an urban ethnic setting. (Same course as CJ 2160).

This course meets the General Education Diversity requirement.

## SOC 2175 - Immigration and the US Justice System - 3 credits

## Alternate Spring Semesters

Explores the US immigration system, including past and current legislation, migrant admission categories and the visa system, as well as the role of the Department of Homeland

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Security in immigration processes. The course will utilize sociological perspectives to examine why people migrate, types of immigrants, and their experiences in that process. The relationship between stereotypes about immigration and crime will be critically examined. Immigration systems in other countries will be contrasted with the US system, including the global impact of out-migration. (Same course as CJ 2175).

The course meets the General Education International/Global Interdependence requirement.

Prerequisite: CJ 1000 or SOC 1000.

## SOC 2200 - Race and Ethnicity - 3 credits

## Fall Semester

Ideas and beliefs about "race" and ethnicity are pervasive in U.S. culture and consciousness. Are they real or socially constructed? When and why did "race," and theories of racial difference and inequality, emerge as a dominant, and now discredited, worldview? How do institutions such as science, economics, education, and politics influence beliefs and practices about race and ethnicity? How are the lives and opportunities of individuals and groups affected by race and ethnic "membership" in terms of privilege and/or oppression? What choices do we have and what actions can we take in our daily lives to affect how race is lived in America and elsewhere? We will discuss prejudice, discrimination, and power in historical and contemporary contexts focusing on several racial and ethnic groups.

## This course meets the General Education Diversity requirement.

## SOC 2220 - Death, Dying, and Bereavement - 3 credits

Offered periodically within a three-year academic cycle

This course will examine customs, attitudes and beliefs, and rituals associated with death, dying, and bereavement. Emphasis will be placed death and dying in the developmental cycle of the individual and in a social-cultural context. (Same course as PSY 2220).

Prerequisite: Any 1000-level Sociology or Psychology course.

SOC 2340 - Developing a Foundation for Success: Wellness, Internships and Employment - 3 credits

## Fall and Spring Semesters

This course is about you-your interests, values, personal qualities, and work

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interests/workstyle-and the skills and experiences you want to develop to achieve your academic and career goals. You will use internship search strategies, evaluate internship opportunities of interest to you, and go through a mock internship application process by creating a professional resume, cover letter, and reference list. You will complete a career interest assessment, explore, and assess career options, and engage in career research and analysis of required skills, experience, career pathways, occupational outlook and earnings estimates to shape your career goals and plans. This course may not be used to fulfill requirements for the SOC or CJ minor. (Same course as CJ 2340).

This course is a prerequisite requirement in order to complete a for-credit SOC/C) Internship.

## SOC 2350 - Human Diversity in Criminal Justice - 3 credits

## Fall and Spring Semesters

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

## This course meets the General Education Diversity requirement.

Prerequisite: CJ1000 or SOC 1000.

## SOC 2402 - Domestic Violence: Family and Intimate Partner Violence - 3 credits

## Offered periodically within a three-year academic cycle

Examines the problem of domestic violence from the In this course, students will investigate domestic violence, which includes the scope, nature, and consequences of family violence for individuals and society. Various types of child maltreatment, sibling and elder abuse, intrafamilial homicide, and intimate partner violence will be explored. Students will assess theories of aggression, conflict, and control, and analyze how gender and sexuality, power, and privilege affect family violence. The course will also include discussions of how these crimes are understood and investigated by law enforcement. Students will evaluate social policies for intervention and prevention strategies. (Same course as CJ 2402).

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## SOC 2420 - Working with Groups and Communities - 3 credits

## Offered periodically within a three-year academic cycle

Develops intervention skills in small groups, advocacy, and community organization. Methods and skills designed to help both the group as a whole and individual members are explored and analyzed. The course also provides an introduction to community, organizational analysis, and intervention. Locally based organizing and social planning techniques are studied. (Same course as SWK 2420).

## SOC 2450 - Social Policy and Social Justice - 3 credits

Social Policy is both a philosophical concept and a social process. As a philosophical concept, it considers value dimensions and issues of social justice: equality versus inequality, liberty versus domination, exploitation, and oppression; cooperation versus competition; and considers social policy as a process by which organizations and institutions affect the status, well-being, stability, and security of the members of society. In addition the political, economic and social context of policy evolution will be critically examined.

This course meets the General Education International/Global Interdependence Requirement.

## SOC 2470 - Sex, Gender, and Sexuality - 3 credits

## Spring Semester

Sex, gender, and sexuality are social constructions that have enormous impact in society. This course will examine the differences among sex, gender, and sexuality. What are the norms and social expectations associated with each of these terms and what are the consequences for not complying? Cross- cultural patterns will be considered in an effort to recognize and appreciate human diversity and gain insight into the ways we understand and experience ourselves. Discrimination, sexism, and homophobia, and responses to these forms of oppression, will be examined.

This course meets the General Education Diversity requirement.

## SOC 2480-Sport and Society-3 credits

## Offered periodically within a three-year academic cycle

This course will bring a critical sociological perspective to the realm of sports. Students will examine sports and the impact it has in social, cultural, and economic areas of social life, both in the United States and internationally. Using sociological theories such as

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functionalism, conflict theory and symbolic interaction, students will analyze the role of athletics in society in general and look at particular athletic performances in selected sports. Other variables will be considered, including professional and amateur status, gender, social class, ethnicity, and disability status of athletes and how these variables affect social and personal identity and status, establish strong socializing role models for society, and become important issues in public discourse. The role of sports in rehabilitation, recreation, and in shaping standards of competitiveness and social values will be examined.

This course meets the General Education Diversity requirement.

## SOC 2490-Grassroots: Organizing, Leadership and Social Change-3 credits

## Offered periodically within a three-year academic cycle

This course serves as an introduction to community organizing and similar forms of activism and advocacy. The course material combines theory, case studies, and practical guides that will help students develop the knowledge, skills, and leadership potential necessary to create social change from the bottom up. Students will actively practice what they learn in the classroom through a semester-long community-based action project. This course meets the General Education Active Learning requirement. This course provides an examination and analysis of important federal environmental regulations, including the National Environmental Policy Act, the Clean Air Act and Clean Water Act, Resource Conservation and Recovery Act, and Superfund. The course will explore issues in environmental law and climate change, with a focus on domestic policy efforts to reduce carbon emissions. It examines issues of unequal protection across race, ethnicity and class in various contexts, including air and water pollution, siting of toxic and hazardous waste, and other locally unwanted land uses (LULUs). Students will be asked to reflect how different policies reflect different value choices and how the law may be used as an instrument of social change used to redress environmental injustice.

## This course meets the General Education Diversity requirement.

## SOC 2505 - Environmental Law, Crime \& Justice - 3 credits

This course provides an examination and analysis of important federal environmental regulations, including the National Environmental Policy Act, the Clean Air Act and Clean Water Act, Resource Conservation and Recovery Act, and Superfund. The course will explore issues in environmental law and climate change, with a focus on domestic policy efforts to reduce carbon emissions. It examines issues of unequal protection across race, ethnicity and class in various contexts, including air and water pollution, siting of toxic and hazardous waste, and other locally unwanted land uses (LULUs). Students will be asked to reflect how

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different policies reflect different value choices and how the law may be used as an instrument of social change used to redress environmental injustice. (Same course as CJ 2505).

## This course meets the General Education Diversity requirement.

## SOC 2510 - Social Movements and Social Action-3 credits

## Spring Semester

People often band together and challenge existing social arrangements; such efforts are important because they attempt to achieve or resist a social change. This course examines social action, as part of people's collective efforts to create or oppose changes in society. What constitutes a social movement, when and why they occur, who joins social movements and why, how they are organized, what strategies they use, how they are affected by institutions like the state and the media, and what impacts they have on individuals and on society are all questions that will be addressed in this course. Large scale campaigns, grassroots efforts, and everyday acts of collective action and community organizing will be explored. Students will be required to participate in collective social action projects.

This course meets the General Education Diversity requirement.

## SOC 2600 - Methods in Social Research - 3 credits

## Fall and Spring Semesters

This course will critically examine qualitative and quantitative research methods used by social scientists to study the social world. The ways in which social scientists study societies and social issues are carefully examined. This course will challenge students to think more critically about the science of research methods and to become critical thinkers and examiners of data about social life. (Same course as CJ 2600).

Prerequisite: SOC/CJ 1140 or MATH 1150.

## SOC 2620 - Diversity in Families - 3 credits

## Offered periodically within a three-year academic cycle

A popular image of the "family" is that of a male father and female mother and their children; a self-contained entity. This course explores why that image does not match reality and demonstrates that there are many different kinds of family, kinship, and household arrangements. These variations are the products of custom, and are influenced by social, economic, and political variables/realities. The course examines the various forms families

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can take, the various roles family members perform, and the function of families in social life. Recent challenges to traditional families, the result of the struggles of people to survive and adapt to a wide range of societal situations, challenges, and changes will be considered.

This course meets the General Education Diversity requirement.

## SOC 2760 - Wealth, Poverty and Social Class - 3 credits

## Fall Semester

Differential distribution of income, wealth, and power is found across the United States and the globe. The nature and extent of wealth and poverty, and the gradations in between, as well as social policies aimed at addressing inequality are the focal points for this course. How do we measure poverty? What causes poverty and why does it persist? Power relations and value systems underlying the distribution of resources will be considered. While emphasizing the U.S., larger global issues about wealth and poverty will be introduced. The intersection of global location, gender, race/ethnicity, and family background on wealth and poverty will be addressed. Key concepts introduced include: stratification, life chances, status and prestige, lifestyle, power and powerlessness, social mobility, and class conflict.

This course meets the General Education Diversity requirement.

## SOC 3008-Seminar: Selected Topics in Sociology-3 credits

## Offered periodically within a three-year academic cycle

Selected sociological themes will be explored in a seminar format.
Prerequisite: Any 2000-level Sociology course.

## SOC 3300-Sociology of Medicine and the Body - 3 credits

## Offered periodically within a three-year academic cycle

Most accounts of health, medicine, and the body focus on biological and physiological factors. Sociology argues that health, illness, and our bodies are deeply social. Health and illness shape how we perceive ourselves and how others perceive us, and are therefore part of our social identities. Access to health care is unequal-due to political, geographic, social and economic forces-which means our mortality and health experiences are social. Politicking and economic bargaining often influence medical policies and institutions; even other institutions, like religion and education, play a role here. Medical knowledge is not purely objective, but is shaped by social dynamics and in turn, medical knowledge shapes societal beliefs. Finally, health social movements shape the treatment, experiences, and

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visibility of diseases and disabilities. The experience of illness, the social and cultural factors of health and disease, the institution of medicine and its global history will be the focus of this class. Students will be asked to complicate purely biological understandings of health and disease, and reckon with the complex history of medicine.

This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SOC 1000 or one General Education Social Science breadth course.

## SOC 3390 - Crisis Intervention - 3 credits

## Offered periodically within a three-year academic cycle

Designed to familiarize participants with a definition of crisis from the standpoint of the individual, the family, and a larger social context. Students will develop a specialized understanding of life crises such as adolescence, family violence, and disaster from the perspective of systems theory, learning theory, and developmental theory, using ethnographic materials. Operational models of intervention will be examined. (Same course as SWK 3390).

Prerequisite: SOC 1000 or one General Education Social Science breadth course..

## SOC 3404 - Sociology of Violence - 3 credits

## Every Year

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

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

## SOC 3450 - Experiential Learning (Internships) - 3 credits

Requires students to work weekly in field placement and to participate in a seminar or conferences with faculty supervisor. Field experience sites are selected jointly by the student and instructor.

This course meets the General Education Active Learning requirement.

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Corequisite: SOC 3450SM.

## Prerequisites:

1. Completion of CJ/SOC 2340 Developing a Foundation for Success, with a grade of C- or better;
2. A 2.5 cumulative average overall;
3. No outstanding "Incomplete" in an earlier field placement.

## SOC 3450SM - Sociology Internship Seminar - 0 credits

This seminar is required for all students doing an internship in Sociology settings and must be taken during the semester of the Internship. Students must arrange an Internship with the guidance of the Sociology and Criminal Justice Internship Coordinator. In addition to spending time each week in the field supervised by placement personnel and the faculty member/ course instructor students will integrate that learning with weekly on campus course meetings and assignments, discussing practice-based learning, reviewing their field experiences, and documenting their learning.

Corequisite: SOC 3450.

## SOC 3600 - Chocolate Cities - 3 credits

## Offered periodically within a three-year academic cycle

Using award winning books, Chocolate Cities (2018) and Color of Law (2017), as guiding texts, this course is designed to explore the major cultural, economic, political, and social issues that have influenced the development of racially segregated cities (and city-spaces) in the United States. Specifically, this course focuses on the African American experience. Chocolate Cities- supplemented with additional texts in cultural studies, urban sociology, urban history, and critical geography as well as music from the eras/genres of blues, soul, and hip-hop-provides a new paradigm for understanding the history of African American "placemaking," a communal and agentic response to a shared history of institutionalized racial discrimination.

This course meets the General Education Diversity and Information Literacy Enhancement requirements.

Prerequisite: Sophomore standing.

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## Offered periodically within a three-year academic cycle

Examines people's behaviors and attributes that others come to believe are deviant. Reviews sociological theories that account for deviance. Explores different forms of social control that define and aim to prevent and inhibit deviance. Analyzes deviance as both a violation of social norms and a possible prelude to social change. The importance of deviance and social control theory to crime and criminal justice will be reviewed. Race, gender, and social class will be considered as factors that influence people's perceptions of people as deviant and how those people are treated. (Same course as CJ 3640).

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

## SOC 3900-Senior Seminar: Doing Sociology - 3 credits

## Spring Semester

Synthesizing theory and research requires critical reflection and evaluation. Students draw on their acquired knowledge to demonstrate a strong understanding of the discipline through actively doing sociology. Graduating seniors are asked to integrate sociological knowledge, theory, methods, research design, and action in order to create and complete a research project on an approved topic.

Prerequisites: SOC/CJ 2600, SOC 2130 and senior standing.

## SOC 3901 - College to Career Transition - 1 credit

College to Career Transition is focused on preparing you for what's next-entering your professional career and/or graduate/professional school. You will engage with career development and career readiness best practices, coaching, and self-reflection to better understand, communicate and execute your career goals. This is a hands-on class where you learn by doing inside and outside of class. Our journey will focus on your career development, goals and plans starting with career interest and career finder research and analysis. You have the opportunity to practice, make mistakes, ask questions and prepare for a successful job search by understanding the career search process from start to finish, including preparing for a successful job search using job search tools and strategies, networking, applications, customized resume and cover letter, pre-employment requirements such as background checks and interviewing. This course is intended for students in the fall of the final year. (Same course as CJ 3901).

Prerequisite: CJ/SOC 2340.

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## Spring Semester

In this course students will work on independent Honors projects. Students seeking to achieve departmental honors will work with a faculty mentor in the literature review and development of a research proposal. The proposal will be the basis for the honors study completed in SOC/CJ 3910 the subsequent semester. This is an individually negotiated course requiring faculty approval prior to enrollment. (Same course as CJ 3905).

Prerequisites: B+ in SOC/CJ 2600, GPA 3.3, Second semester Junior or rising Senior status.

## SOC 3910 - Honors Research Project - 3 credits

## Fall Semester

This is the second course in the two-course sequence for students seeking to achieve departmental honors. Students will work with a faculty mentor to implement the research protocol developed in SOC/CJ 3905 Honors Research Proposal. Students will collect and analyze data and prepare findings for dissemination. This is an individually negotiated course requiring faculty approval prior to enrollment. (Same course as CJ 3910).

This course meets the General Education Active Learning requirement.
Prerequisites: SOC/CJ 3905, GPA 3.3, Rising Senior or Senior status.

## SOC 4000 - Independent Research - 3 credits

Synthesizing theory and research require critical reflection and evaluation. Students draw on their acquired knowledge to demonstrate a strong understanding of the discipline through actively doing sociology on a topic of current interest involving research or an active sociological project under a faculty member's supervision. Students are asked to integrate sociological knowledge, theory, methods, research design, and action in order to create and complete a project on an approved topic. The course will also help the student prepare for their own professional journey post-graduation, whether that be transitioning to work in the field, professional advancement, and/or pursuing graduate school. Students may take this course more than one time for credit.

## This course meets the General Education Active Learning requirement.

Prerequisites: SOC/CJ 2600, SOC 2130 and senior standing

## Spanish (SPAN)

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## SPAN 1010 - Elementary Spanish I-3 credits

This introductory course is designed for students who have studied little or no Spanish. Through a wide variety of activities that develop real-world skills, the student will be introduced to the fundamental structure of the language. Presented through a cultural framework, the acquisition of speaking and listening skills is emphasized. Not open to native speakers. Heritage speakers must seek departmental approval.

This course meets the General Education International/Global Interdependence requirement.

## SPAN 1020 - Elementary Spanish II - 3 credits

The second semester of Elementary Spanish. Not open to native speakers. Heritage speakers must seek departmental approval.

This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SPAN 1010 or one year of high school Spanish or departmental approval.

## SPAN 1030 - Spanish for Health, Criminal Justice, and Social Services - 3 credits

This course provides students with basic language skills, giving special attention to the needs of students who plan to work in community/social and medical service positions. No previous study of Spanish required. Not open to native speakers.

This course meets the General Education International/Global Interdependence requirement.

## SPAN 1040 - Spanish for Health, Criminal Justice, and Social Services II - 3 credits

The second semester of Spanish for Social Services. Not open to native speakers. Heritage speakers must seek departmental approval.

This course meets the General Education International/ Global Interdependence requirement.

Prerequisite: SPAN 1010 or SPAN 1030 or one year of high school Spanish or departmental approval.

SPAN 2010 - Intermediate Spanish I-3 credits

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This course is designed to build upon a student's basic proficiency in the Spanish language. A complete review of elementary grammar concepts and essential vocabulary sets the foundation for strengthening the student's communicative skills. Task-based activities encourage an integration of these skills in a functional use of the language. Videos, songs, and Web materials enhance the student's understanding of the cultural differences within the Spanish-speaking world. Not open to native speakers. Heritage speakers must seek departmental approval.

This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SPAN 1020 or two years of high school Spanish or departmental approval.

## SPAN 2020 - Intermediate Spanish II - 3 credits

The second semester of Intermediate Spanish. Not open to native speakers. Heritage speakers must seek departmental approval.

This course meets the General Education International/ Global Interdependence requirement.

Prerequisite: SPAN 2010 or two years of high school Spanish or departmental approval.

## SPAN 2200 - The Culture of Spain - 3 credits

Who are the real Spaniards and how does Spain relate to Latin America and the greater Hispanic world? Beginning with an overview of Spain's history, geography, language, and religion, this course will examine Spain's development and transformation into a thoroughly modern, creative, and dynamic nation. Through various media - readings, film, visual arts, and music- we will attempt to define this very old, yet at the same time, modern culture. Taught in English. No previous study of Spanish required.

This course meets the General Education International/ Global Interdependence requirement.

Prerequisite: Sophomore standing or departmental approval.

## SPAN 3010 - Spanish Composition and Conversation I-3 credits

This course is designed to provide advanced training in oral and written expression to students with intermediate proficiency in Spanish. Emphasis will be on the improvement of speaking and writing skills in a variety of everyday situations, while developing functional

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vocabulary and reviewing grammar. Selected videos and readings provide a point of departure for composition and group discussion, as well as increasing cultural insights into the Spanish-speaking world.

This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SPAN 2020 or three years of high school Spanish or departmental approval.

## SPAN 3020 - Spanish Composition and Conversation II - 3 credits

The second semester of Spanish Composition and Conversation.
This course meets the General Education International/Global Interdependence requirement.

Prerequisite: SPAN 3010 or departmental approval.

## SPAN 3030 - Intensive Practice in Spoken Spanish - 3 credits

Stresses advanced oral expression in everyday situations, functional vocabulary, realistic dialogues, and practical situations. Some conversations may center on a discussion of readings in Spanish. Not open to native speakers.

Prerequisite: SPAN 3020 or departmental approval.

## Special Education (SPE)

## SPE 2600 - Introduction to Special Education - 3 credits

## Spring Semester

In this course students examine the full spectrum of disabilities, including the socialemotional, environmental, cognitive, and educational development of students at risk for developmental delays or mild/moderate disabilities. Throughout the course, students connect major federal and state laws and regulations to classroom structures and instructional/curricular accommodations and modifications.

This course meets the General Education Diversity requirement.
Pre or co-requisite: PSY 1400.

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## SPE 3105 - Learning Differences Institute - 2 credits

This institute of advanced study is a collaborative effort between Curry College's Education Department and the Program for Advancement of Learning (PAL). It is designed using learning modules focused on several important aspects of special education which will be taught by specialists with expertise in those select areas. Topics include frequently identified learning differences in school-aged children; language based learning disability, nonverbal learning disability, executive function, ADHD, and high functioning autism. Through a metacognitive lens, students will consider various learning strategies and assistive technologies found to facilitate learning and promote success.

Pre-course readings and a field-based project are required.
Prerequisite: SPE 2600 or permission of instructor.

## SPE 3198 - Pre-Practicum I: Special Education - 1 credit

## Spring Semester

Students accepted into special education licensure will complete an early field experience in the spring semester of third year of study. The early field experience will be 2 full days a week in an approved setting.

This course meets the General Education Active Learning requirement.
Prerequisite: ED 3700.
Corequisites: ED 3190, ED 3195.

## SPE 3350-Specialized Instruction for Students with Special Needs-3 credits

This course focuses on methods for teaching students with moderate disabilities in elementary and middle school settings (PreK-8). The goal of this course is to prepare future educators to use instructional principles and strategies to improve the academic and functional achievement of students with moderate disabilities in multiple subject areas. Central topics include explicit instruction, positive behavioral intervention, technology supports, study and organizational skills, and evidence-based practices in reading, writing, and mathematics.

Prerequisites: SPE 2600 and ED 2411 or 2412.
Pre or co-requisite: ED 3197 or permission of instructor.

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## SPE 3415 - Advanced Curriculum \& Assessment for Diverse Learners K-8-3 credits

## Fall Semester

This course will include assessments typically used in special education settings as well as the specialized instructional programs often indicated for students with special needs.

Prerequisites: ED 3190, senior standing.
Corequisite: SPE 3455 or SPE 3457.

## SPE 3416 - Assistive Technology - 1.5 credits

## Fall Semester

This course is designed to support students in the Special Education licensure major using Instructional and Assistive Technology tools to support teaching and learning in the classroom, to collect and analyze student performance data and to use a digital portfolio to document mastery of subject matter content and pedagogical skills as required in the Candidate Assessment of Performance (CAP) process. This course serves to build a repertoire of skills and knowledge in educational technology and assistive technology. It will explore specific disabilities and their impact on major life activities, become familiar with current legislation relating to assistive technology, gain experience with a range of assistive technology devices and products, learn a theoretical framework from which to make assistive technology intervention decisions, and be introduced how to match appropriate assistive technology options with individual students. Universal Design Practices will guide the coursework.

Prerequisite: Junior standing the major or permission of the instructor.

## SPE 3417 Writing IEPs - 1.5 credits

## Fall Semester

This 1.5 credit course is intended to increase the ability of special educators to write Individual Education Programs that clearly articulate the performance levels, student needs, goals, objectives, and service delivery. Participants will develop knowledge of the guidelines and laws for Special Education. Participants will have an opportunity to give and get feedback and to implement strategies for developing IEPs that are effective. The IEPs should reflect an understanding of the guidelines and laws for Special Education and should clearly communicate the specific actions, accommodations, and component of service being provided to the student. Participants will have an opportunity to give and get feedback and to learn strategies for making IEPs more useful to their daily work.

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Prerequisite: Junior standing the major or permission of the instructor.

## SPE 3451 - Pre-Practicum I: Registered Behavioral Technician (RBT) - 1 credit

Spring Semester
Students in the RBT track of the Special Education complete a two-day per week experience in the role of a para-professional and behavior assistant in a public school setting.

This course meets the General Education Active Learning requirement.
Prerequisite: ED 3150.
Corequisite: SPE 3511.

## SPE 3455 - Pre-Practicum II: Special Education-1 credit

## Fall Semester

Students accepted to the special education licensure major complete a supervised field experience in the fall semester of their fourth year of study. The field experience will be 2 full days per week in an approved setting and will take place in conjunction with SPE 3415.

This course meets the General Education Active Learning requirement.
Prerequisites: ED 3190, SPE 3198.
Corequisite: SPE 3415.

## SPE 3457 - Pre-Practicum II: Registered Behavior Technician-1 credit

## Fall Semester

Students in the RBT track of the Special Education major complete a two-day per week experience in the role of a para-professional and behavior assistant in a public school setting.

Prerequisite: SPE 3511.
Corequisite: SPE 3512.

## SPE 3511 - Registered Behavior Technician Training Course I- 2 credits

Spring Semester

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This is the first of a two part course teaching the foundational knowledge and skills as outlined in the RBT certification process. The Registered BehaviorTechnicianTM(RBT®) is a nationally recognized paraprofessional certification in behavior analysis. RBTs assist in areas such as delivering direct behavior-analytic services, aiding in implementing behavior plans and collecting data.

Prerequisite: Junior Standing in the Special Education Major or instructor signature.
Corequisite: SPE 3451.

## SPE 3512-Registered Behavior Technician Training Course 2-2 credits

## Fall Semester

This is the second of a two part course teaches the core knowledge and skills as outlined in the RBT certification process. The Registered BehaviorTechnician TM (RBT®) is a nationally recognized paraprofessional certification in behavior analysis. RBTs assist in areas such as delivering direct behavior-analytic services, aiding in implementing behavior plans and collecting data.

Prerequisite: SPE 3511.
Corequisite: SPE 3457.

## SPE 4563 - Senior Practicum: Special Education-9 credits

## Spring Semester

Students will complete a five day a week practicum in a setting approved to meet the requirements for licensure as teacher of students with moderate disabilities (Pre-K-8).

This course meets the General Education Active Learning requirement.
Prerequisite: SPE 3415.
Corequisite: SPE 4563SM.

## SPE 4563 - SM Senior Practicum Seminar - 3 credits

## Spring Semester

Taken in conjunction with Senior Practicum, SPE 4563 SM is a weekly seminar focused on reinforcing components of teaching practice and professional development of teacher candidates. Seminar topics and assignments focus on teaching practices outlined in the

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Candidate Assessment of Performance (CAP). Topics include, but not limited to child observation and assessment, subject-matter knowledge, curriculum planning, wellstructured lessons, adjustment to practice, meeting diverse student needs, high expectations, reflective practice, safe learning environments, family interactions, professional responsibilities and career planning. Practicum students are guided through planning, reflection, discussion and documentation processes related to their observation and daily teaching practices.

Corequisite: SPE 4563.

## SPE 4572 - Senior Practicum: Registered Behavior Technician - 9 credits

Students in the RBT track of the Special Education major complete a 300 -hour field experience in the role of a supervised RBT. Successful completion of These field hours and the RBT task list will be the final skills assessment required for certification as a Registered Behavior Technician. A written test of knowledge and application will complete the certification process and will be guided by an assigned BCBA instructor.

Prerequisites: SPE 3451, SPE 3457, SPE 3511, and SPE 3512.
Corequisite: SPE 4572 SM.

## SPE 4572 SM Senior Practicum Seminar - 0 Credits

This weekly one-hour seminar is taken in conjunction with the Senior Practicum, Weekly Assignments and discussions focus on various aspects of working with students who require behavioral and academic supports in an ABA-designated setting. Topics include ethical codes of conduct, the professional roles and responsibilities, collaborating on a servicedelivery team, and supporting students in their intellectual, social, emotional and behavioral growth and development.

Corequisite: SPE 4572.

## Sport and Recreation Management (SRM)

## SRM 1000 - Introduction to Sport and Recreation Management - 3 credits

## Fall Semester

This introductory course will address the different managerial components of the sport and recreation industries. The student will be introduced to management principles related to

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planning, organizing, staffing, leading, and controlling. Topics to be covered will include but are not limited to sports organizations, recreation, intercollegiate athletics, communication, event and facility management, sports medicine, professional sports, marketing agencies, and international sports. The student will be exposed to different career opportunities and trends in sport and recreation management.

## SRM 2000 - Sport and Recreation in Society - 3 credits

## Fall Semester

This course explores the relationship of competitive and recreational sports to social and cultural aspects of society. Sport and recreation are analyzed as an important social institution that influences and is influenced by the larger society. Therefore, they uniquely influence the economics, finances, strategic planning, business management, collective bargaining, unions and overall management of the two industries. Topics will include issues concerning ethics, race, gender, deviance, and social problems, and youth socialization about sports. The course is designed to introduce the student to how society influences the business culture and management of sport and recreation.

Prerequisite: SRM 1000.

## SRM 2010 - Sport and Recreation Administration - 3 credits

## Fall Semester

This course provides knowledge and awareness of the rules and laws governing various sport participants and organizations. Students will become aware of organizational behavior, leadership, and human resources management as it applies to the sport and recreation industries. Students will examine how these rules impact strategies within the organization related to pricing, sponsorships, endorsements, and media among others.

Prerequisite: SRM 1000.

## SRM 2020 - Sport and Recreation Marketing \& Revenue Streams - 3 credits

## Fall Semester

This course is designed to give students an understanding of the marketing process as it applies to the sport and recreation industries. Topics will include market research techniques, pricing, promotional developments, strategies, and advertising in collegiate, recreational, commercial, and professional environments, as well as the use of sports/athletes as promotional tools for non-sport products.

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Prerequisite: SRM 1000.

## SRM 2030 - Sport and Recreation Facility \& Event Management - 3 credits

## Spring Semester

This course focuses on the principles and practices necessary to plan, develop, promote, operate and maintain sporting events, athletic centers and recreational facilities. Emphasis is on issues concerning personnel, finance, profitability, security, concessions, convention centers, event scheduling, equipment management, facilities maintenance and topics related to liability and risk management.

Prerequisite: SRM 1000.

## SRM 2040 - History of Women in Sport - 3 credits

## Every Year

From the unsung heroines to the modern-day superstars, this course will study the achievements of women in sport and the challenges they faced throughout American history. Through an analysis of historical events and implementation of Title IX, students will explore the foundations of current issues surrounding women in sport. Emphasis on twentieth century athletes and events including Billie Jean King and the "Battle of the Sexes", All-American Girls Baseball League, the WNBA, Althea Gibson, Florence Griffith Joyner, Mia Hamm and the US Women's National team, and sports-legend Babe Didrikson Zaharias.

## SRM 2050 - Principles of Coaching - 3 credits

## Every Year

This course is a comprehensive introduction to the sport coaching profession with emphasis placed on sport at the high school, intercollegiate and club levels. Consideration is also given to coaching at other levels, such as youth and recreational programs. This course focuses on major coaching theories, methods, practices, and outcomes. Students will gain an understanding of various coaching responsibilities and team organizational procedures. Students will complete a detailed team budget, their own coaching philosophy and reflection assignments. The primary goal of the course is to develop and enhance students' knowledge and understanding of the concepts and techniques of coaching.

## SRM 2060 - Sport Media and Communication - 3 credits

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## Offered periodically within a three-year academic cycle

This course examines the concepts of sport communications and media relations for students considering careers in sports media, marketing, coaching, athletic administration, or related fields. Emphasis is on developing necessary skills, techniques, and recommended media relations practices. Students will complete projects using Adobe Creative Cloud.

## SRM 3000-Sport and Recreation Legal Studies - 3 credits

## Spring Semester

This course will examine the legal issues arising out of the areas of amateur and professional sports. Discussion of amateur sports includes the roles, rules and activities of the NCAA and questions involving amateurism, eligibility, sex discrimination and antitrust. Discussion of sports includes professional sports leagues, recreation, labor relations, contractual questions and representation. Issues important to both areas include violence in sports, drug testing, criminal, tort issues, and sponsorship endorsements. Students will examine the role of sports and how it interacts with business, society, and the law. Current events and their effect on the system will be an important part of course studies.

Prerequisite: BUS 2250 and SRM 1000.

## SRM 3010-Sport and Recreation Strategy and Leadership - 3 credits

## Spring Semester

This course aims to provide students with both practical and theoretical understandings of how business strategy and leadership can be applied to the sport and recreation industries. Theories on strategic management and leadership with be discussed and applied throughout the semester. Additionally, this course equips students with a framework for understanding business strategy, leadership and ethics in sport and recreation management for better decision making.

Prerequisite: SRM 1000 and Junior/Senior standing.

## SRM 3020 - Sport and Recreation Governance and Policy - 3 credits

## Spring Semester

This course takes a broad look at the way sport is governed in today's world. More specifically, it examines how sport organizations interact and coordinate with numerous policy actors from inside and outside the sport realm to facilitate and coordinate the mechanisms of governance. Therefore, governance is examined not as exercise of power but more as a

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complex mechanism of coordination. This course aims to foster critical thinking, writing and discussion about the complex role of governing sport organizations. More specifically, by (1) understanding the role of critical stakeholders within the process of governance; and, (2) by examining how broader institutional forces, such as culture, politics and power can also affect the governance of sport organizations. Junior/ Senior Standing.

Prerequisite: SRM 1000 and Junior/Senior standing.

## SRM 3050 - Business of Coaching - 3 credits

## Every Year

This course goes beyond the basic principles of coaching and addresses advanced topics in coaching including talent identification, talent development, and the effective skills needed for successful recruitment. The course makes extensive use of case studies and analysis of practical coaching situations for the betterment of coach development. Students will observe various coaches and will analyze and debate issues such as ethical conduct, team rules, and team values. Students will create a master/seasonal plan for a sport including daily practice plans, conditioning program, recruitment strategies, and financial budget.

Prerequisite: SRM 2050.

## SRM 3090 - Seminar - Sport \& Recreation - 3 credits

## Spring Semester

This capstone course will integrate previously studied topics in sport and recreation management courses through in-depth case studies, student thesis's and class discussions. Emphasis will be placed on strategic planning and problem solving while focusing on current issues, trends, and problems in the sport and recreation management industries. This is a writing intensive course and students will be expected to write a thesis on their designated topic of choice within the sport and recreation management industries. Additionally, students will have to pass a comprehensive exam to pass the course.

Prerequisite: SRM 1000 and Junior/Senior standing.

## Social Work (SWK)

## SWK 2310 - Introduction to Social Work - 3 credits

Fall Semester

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Social work practice is guided by ethics, knowledge, and skills. This course provides an overview of the history and philosophical values of social welfare in the United States. Emphasis is placed on various roles of social workers, the generalist method, cultural competence, ecological and systems theory, the strengths perspective, and responses to the needs of poor families and populations at risk such as the elderly, children, sexual minorities, and people of color. Also addressed are changing trends in society and how they affect social work practice.

## SWK 2410 - Working with Individuals - 3 credits

## Spring Semester

Introduces students to the systems model, which enables them to view individuals in relation to family, social network, privilege, race, gender, and community. Knowledge of both historical and current social trends is examined as it relates to providing mental health services to men, women, children, and culturally diverse populations. The student will develop basic interviewing, assessment, relationship building, and goal-setting skills. The theoretical value-based and skill-oriented learning is integrated using case studies. Students will learn to plan and implement intervention strategies.

## SWK 2420 - Working with Groups and Communities - 3 credits

## Alternate Spring Semesters

Develops intervention skills in small groups. advocacy and community organizations. Methods and skills designed to help both the group as a whole and individual members are explored and analyzed. The course also provides an introduction to community, organizational analysis and intervention. Locally based organizing and social planning techniques are studied. (Same course as SOC 2420).

## SWK 3000 - Advocacy in Social Work Practice: Community Organization, Management and Policy Evaluation - 3 credits

## Fall Semester

This course complements SWK 2310 where students are exposed to social welfare concepts, policies and approaches as well as the impact of social welfare programs on populations at risk for oppression and marginalization. This course explores macro practice in the context of community organization, management and policy analysis. Emphasis placed on the development of intervention and advocacy strategies to achieve change and build capacity

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in organizations and communities in order to influence social welfare policies and political processes. This is a required course in the Social Work minor but can be taken by any student at the college.

This course meets the General Education Information Literacy Enhancement requirement.

## SWK 3390-Crisis Intervention - 3 credits

## Alternate Spring Semesters

Designed to familiarize participants with a definition of crisis from the standpoint of the individual, the family, and a larger social context. Students will develop a specialized understanding of life crises such as adolescence, family violence, and disaster from the perspective of systems theory, learning theory, and developmental theory, using ethnographic materials. Operational models of intervention will be examined. (Same course as SOC 3390).

Prerequisite: Any 2000-level Sociology course.

## SWK 3450 - Experiential Learning (Internships) - 3 credits

Requires students to work weekly in field placement and to participate in a seminar or conferences with faculty supervisor. Field experience sites are selected jointly by the student and instructor.

Corequisite: SOC 3450SM.

## Prerequisites:

1. Completion of SOC/CJ 2340 with a grade of C- or better;
2. A 2.5 cumulative average overall;
3. No outstanding "Incomplete" in an earlier field placement.

## SWK 3450SM - Sociology Internship Seminar - 0 credits

This seminar is required for all students doing an internship in Sociology settings and must be taken during the semester of the Internship. Students must arrange an Internship with the guidance of the Sociology and Criminal Justice Internship Coordinator. In addition to spending time each week in the field supervised by placement personnel and the faculty

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member/ course instructor students will integrate that learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.

Corequisite: SWK 3450.

## Visual \& Performing Arts (VPA)

## VPA 1000 - Introduction to Visual \& Performing Arts - 3 credits

## Fall and Spring Semesters

A study of the fundamental integrating principles of artistic expression, in the visual arts, music, and dance with primary emphasis on the visual arts. The course involves the student in a wide variety of experiences in the arts, including a required field trip to the Museum of Fine Arts, Boston through the College's museum membership. Students engage in reflective and analytical writing and discussions about the museum experience, slides, videos of dance and music performances, and other media which present the creative process in the various arts. Alternate sections emphasizing dance or music are so designated in the Course Selection Guide and course descriptions for specific semesters. Fee.

This course meets the General Education Humanities Breadth requirement.

## VPA 1500-Arts Immersion - 3 credits

Visual Art, music, and dance are an expression of identity. There is no better way to experience, understand, and respect art than to participate in the process of creating it. This course will provide an introductory experience in the practice of all three disciplines and encourage exploration, self-reflection, and personal growth, while employing multiple modes of communication.

This course meets the General Education Arts Breadth requirement.

## VPA 1850-Art Context: Visual \& Performing Arts for Non-Majors - 3 credits

## Fall and Spring Semesters

The purpose of this course is to introduce non-art majors to visual art. Students are introduced to the concept of art as visual expression of ideas, and to the visual vocabulary of art; the elements and principles of design. Students produce art and participate in discussion of art as it exists in historical and cultural context.

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This course meets the General Education Arts Breadth requirement.

## VPA 2001 - Fine Arts Study Abroad I-1 credit

## As needed

Study abroad provides a powerful opportunity for students to encounter art from cultures other than their own. Prior to traveling, each student will participate in preparatory exercises, including rehearsals, individual research, design sketches, etc. Following the trip, students will reflect upon their travel experience in written form.

This course meets the General Education Arts Breadth or General Education International/Global Interdependence requirement.

## VPA 2002 - Fine Arts Study Abroad II - 2 credits

## As needed

Study abroad provides a powerful opportunity for students to encounter art from cultures other than their own. Prior to traveling, each student will participate in preparatory exercises, including rehearsals, individual research, design sketches, etc. Following the trip, students will reflect upon their travel experience in written form and distill their individual experience into a substantial creative project related to art encountered while traveling.

This course meets the General Education Arts Breadth or General Education International/Global Interdependence requirement.

## VPA 2003 - Fine Arts Study Abroad III - 3 credits

As needed
Study abroad provides a powerful opportunity for students to encounter art from cultures other than their own. Prior to traveling, each student will complete one substantial creative project and participate in preparatory exercises, including rehearsals, individual research, design sketches, etc. Following the trip, students will reflect upon their travel experience in written form and distill their individual experience into a second substantial creative project related to art encountered while traveling.

This course meets the General Education Arts Breadth or General Education International/Global Interdependence requirement.

## Writing (WRIT)

## Curry College

## WRIT 1060-Academic Writing Process - 3 credits

## Fall and Spring Semesters

This course supports students in the transition to college-level writing, with emphasis on the importance of purpose, audience, and tone. Students will learn to focus their ideas, develop their voice, and construct organized essays. WRIT 1060 teaches students strategies for drafting, revising, and editing their written work for a variety of contexts.

## WRIT 1200 - Reading, Writing, Research I PLUS - 4 credits

## Fall Semester

This course serves as an introduction to the kinds of reading and writing students will be expected to do in college. Emphasis on the developing confidence as writers, especially students' identities as writers through practice and reflection. This course will present strategies for critical reading, purposeful revision, and reflection. This course also includes a one hour studio.

This course meets the General Education First Year Core requirement.

## WRIT 1400-Reading, Writing, Research I-3 credits

This course serves as an introduction to the kinds of reading and writing students will be expected to do in college. Emphasis on the developing confidence as writers, especially students' identities as writers through practice and reflection. This course will present strategies for critical reading, purposeful revision, and reflection.

This course meets the General Education First Year Core requirement.
Prerequisite: Successful completion of WRIT 1060 or demonstrated proficiency on the Writing Assessment

## WRIT 1500-Reading, Writing, Research II-3 credits

## Fall and Spring Semesters

Advancing concepts introduced in WRIT 1400, this course focuses on research writing at the college level. Emphasis will be placed on developing a sound research process from inquiry to final product using strategies for applying research methods in order to locate, critically read, evaluate, and incorporate texts. Focus will be on presenting research in a comprehensive research writing project using appropriate rhetorical conventions.

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

Prerequisite: WRIT 1400 or equivalent course experience

## WRIT 2200 - Working With Writers - 3 credits

In this course, students learn about the theory and practice of teaching and tutoring writing, including exploring strategies for working with writers across various ages, cultural backgrounds, levels of writing, and/or English language proficiency, with an emphasis on the relationship between writing and identity. Students will read and discuss scholarly and practice-based articles; engage in role-plays; design and assess an original writing assignment; observe writing instruction in classrooms and/or tutoring centers; and investigate their own literacy histories and assumptions about writing. Additionally, students will be able to explore specific areas of their own interest related to teaching/tutoring writing. Students from all majors are welcome, although the course may be of particular interest to Education, English, and Communications majors, as well as those interested in writing, editing, or publishing. Students who successfully complete this course may have opportunities to work in the Writing Center and/or as an embedded tutor in a course involving writing in any discipline.

This course meets the General Education Diversity and Reading/Writing Enhancement requirements.

Prerequisite: WRIT 1500 or equivalent course experience.

## WRIT 2250 - Black Voices Matter: Black Lives, Rhetorics, and Literacies - 3 credits

## Fall Semesters

This course aims to familiarize students with the rhetorical dimensions of the Black community. It also aims to challenge them to fine tune and practice critical media literacies. Students will practice using an intersectional feminist approach to engage with how interlocking identities/oppressions, such as race, gender, class, ability and sexuality are constructed, represented, reproduced, critiqued, policed and disciplined in the larger community, contemporary pop culture and academic discourse.

This course meets the General Education Diversity requirement and Reading/Writing Enhancement requirements.

Prerequisite: WRIT 1500 or equivalent course experience.

## WRIT 2260 - Contemporary Queer Narrative - 3 credits

## Curry College

In Contemporary Queer Memoir, students will read works that engage with life at the intersections of queerness and various cultural identities, privileges, and oppressions. Students will be challenged to reflect on their experiences, question their own knowledges, ways of knowing, and truth in conversation with larger global and cultural narratives. The course is designed for students to think through how gender and sexuality are constructed in the larger culture and in the writing that they produce.

This course meets the General Education Diversity and Reading/Writing Enhancement requirements.

Prerequisites: WRIT 1400 and WRIT 1500.

## WRIT 2280-Professional and Technical Writing - 3 credits

## Spring Semester

Using a rhetorical approach to decision-making about communication strategies, this course focuses on writing for professional and technical settings-from preparing job application materials to collaborating with others to make researched recommendations.

This course meets the General Education Reading/Writing Enhancement requirement.
Prerequisite: WRIT 1500 or equivalent.

## Educational Leadership (EDL)

## EDL 7010 - Theory and Practice of Leadership - 3 credits

Leadership is an abstract term that defies clear definition in the practical world. School leaders understand current research, are able to analyze data, write clearly and are great organizers; they also possess strong interpersonal skills, sincerity, empathy and humor. A great school leader is also an ideal scholar- practitioner. This course serves as the introduction to this Educational Leadership program and, by combining a study of current theory and best practice, supports the development of prospective and emerging school leaders. It is organized into four major components: theory and practice in organizational leadership, organizational culture and community leadership, school improvement and educational change, and organizational planning - linking beliefs, goals, objectives, outcomes and assessments.

This course aligns strongly with the work for MA PAL Tasks 1 and 2.

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## EDL 7020 - Leadership in Teaching and Learning - 3 credits

This course provides students with the opportunity to acquire the knowledge to meet professional standards and expectations addressing the most important aspects of schoolbased leadership. Educational leaders are responsible for nurturing a school-wide focus on learning, and an academic culture that informs all instructional activity and is based on informed beliefs that are shared by the school community. In addition, they need to develop and implement high quality curriculum that is derived from and aligned with the Common Core and the Massachusetts State Frameworks. The curriculum must meet the needs of all students and instruction must provide opportunities for each student to access the curriculum content according to their abilities. Powerful leadership that is focused on student achievement derives its authority from a deep understanding of the many complex factors that contribute to the growth and development of successful schools. One of the important methods that leaders use to understand these factors is the effective use of data. In this course, principal/vice principal candidates continue their work on MA PAL Tasks 1 and 2.

## EDL 7030-Human Resources, Operational Systems, and School-Based Budgeting - 3 credits

This course prepares the future principal or program leader to work with administrative colleagues, staff, and school-based teams to design and implement routines that encompass all aspects of school operations: recruitment, hiring, developing and retaining quality staff with a heavy emphasis on observation and providing relevant feedback; and scheduling and planning to maximize time on learning to organize the entire school day to foster student health and safety. A complementary aspect of this course addresses topics pertaining to fiscal management, strategic planning, and an analysis of resources as a solid approach to school management. This course aligns strongly with the work for MA PAL Task 3.

## EDL 7040 - Community and Family Engagement - 3 credits

This course defines and analyzes the multiple stakeholders that comprise the community and the many agendas that must be balanced and managed. Educational institutions at all levels are integral parts of the communities they reside in and serve. Education leaders must not only manage the relationship between their institutions and their communities, but they also need to be participants in the life of those communities and the families they support to maximize student performance. This course provides a full exposure to the various types of strategies necessary for engaging and collaborating with both internal and external communities and examines specific examples of effective community engagement, along with national and international trends. This course aligns strongly with the work for MA PAL Task 4.

## EDL 7050 - Education Law, Ethics and Policies - $\mathbf{3}$ credits

Using both historical and modern readings, philosophical principles and case studies, this course provides the opportunity to reflect on moral leadership and legal issues facing today's school leaders. Students will discuss the decision-making challenges that administrators face when confronted with dilemmas that involve the rights of teachers, students, and the community at large. Issues involving religion and community values, privacy and the First Amendment, due process, search and seizure, collective bargaining rights of staff, and the use of computers and the Internet will be addressed. This course encourages and guides aspiring leaders to develop the ability to navigate conflicting values and ongoing societal change. By grappling with the ethical and legal dilemmas faced by educators, past and present, this course provides opportunities for students to develop the intellectual and moral foundation that ethical leaders demonstrate in their work and their lives.

## EDL 7060 - Sheltered English Immersion for Administrators - 1 credit

New and evolving State standards require that all in-service and pre-service teachers complete a 3-credit course. on working with students whose native language is not English, based on the Sheltered English Immersion model that Massachusetts has endorsed. Administrators who have not taken the teacher course are required to take a one-credit administrator course on the same topic. This one-credit course addresses the expectations for administrators in assuring that ELL students receive the support and instruction that they need and deserve. The College's one- credit course for administrative endorsement in Sheltered English Immersion has been approved by the Massachusetts DESE.

## EDL 7150 - Pre-Practicum-1 credit

A requirement of the Massachusetts DESE, the Pre-Practicum is an opportunity for aspiring administrators to acquire an overview of the position to which they aspire. Paired with an experienced, accomplished administrator who is serving as the supervising practitioner, candidates will observe and perform tasks associated with their prospective future roles. (50 hours)

## EDL 7160/7161/7162/7163-Practicum - 6 credits

In this year-long, 6 -credit, 500-hour practicum candidates will actively participate in the administrative life cycle of a full school year through ongoing involvement in leadership activities and duties that involve student and family issues, scheduling, faculty leadership, instruction and assessment. Candidates will assume principal/vice principal, supervisor/director or special education administrator duties depending on the licenses
they are pursuing. Candidates will demonstrate through their practicum experiences the ability to meet all State standards. The practicum is offered in parallel with academic courses, and practicum requirements directly align with the coursework. Sections of EDL 7160/7161/7162/7163 will be taken one-and-a-half credits each term, starting the second term of the program after EDL 7150, the pre-practicum. The Director of Graduate Education Programs will assign the credits for EDL 7160/7161/7162/7163 allotted to each semester based on the timing for each cohort.

## Master of Business Administration (MBA)

## MBA 7050- Financial Analytics for Managers - 3 credits

The course will begin with an overview of financial accounting and review how accounting data is used from a manager's perspective. Beginning with data acquisition and preparation, students will learn how to access financial data and prepare it for analysis, using tools like Excel, Alteryx, Tableau, and Power BI. The course will detail advanced financial analytics techniques that can be used to help managers make business decisions. Lastly, students will transform the financial data into visualizations to support and clarify data included in written reports and presentations.

## MBA 7100 - Business Intelligence, Machine Learning, and Predictive Analytics - $\mathbf{3}$ credits

Data collection and analysis have always been central to decision making in industry. In the past, this was undertaken as a two-step process, statisticians gather data, analyze it, and create reports. Later, a decision maker reviews the reports, interprets the results, and acts. In the modern era of big data and fast decisions, the reduced costs, improved programming languages, and the increased processing power of technology has resulted in the collection and analysis of data increasingly moving into the continuous decision-making cycle itself. This is because data is continuously streaming into organizations and decision makers are compelled to instantly analyze data and act upon it. Consequently, decision makers can no longer only rely on reports built by others. They must understand the data on which the information was produced, where the data was extracted from, its nature, how it was transformed, and the strengths and limitations of the analytics techniques utilized. They must also know about the legal and ethical issues pertaining to the collection and use of the data on which the information was produced. New packages in programming languages allow decision makers to do complex analysis using prebuilt functions. Consequently, decision makers require an understanding of the programming upon which this modern "live" analytical decision-making process lies. This course focusses on coding as the component that binds the collection, transformation, visualization and analysis of data.

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Students will use coding to extract data from diverse data sources (APIs, web scraping), create visualizations, transform data into a clean format, and analyze data. Students will also learn how to utilize the selected programming language to implement analytical techniques such as different types of machine learning, text analytics and social network analytics. In addition to coding exercises, during each class students will discuss cases and examples of use within business.

## MBA 7150 - Managerial Accounting Analytics - 3 credits

This course will examine how managers use accounting data within their organizations to plan, control, and make business decisions. Cost terminology, systems design, differential analysis, and cost behavior will be discussed throughout. Students will analyze internal and external data using advanced techniques to make operational and performance measurement decisions. Throughout the course, students will transform data into visualizations included in written reports and presentations.

## MBA 7200 - Strategic Corporate Finance-3 credits

The course provides students with a foundation in corporate finance, emphasizing analytical techniques essential for managers. We will focus on financial decisions made by managers. The process of valuation is a central theme discussed throughout the course. Other topics will include financial analysis, forecasting, capital budgeting, managing growth through investment decisions, using and valuing derivative securities (futures, options, and convertible securities), and analyzing risk and return. Throughout the course, students will leverage their proficiency in Tableau and other analytic tools in application assignments.

## MBA 7250 - Law, Ethics, and Corporate Social Responsibility - 3 credits

This course analyzes the responsibilities managers of a corporation have to stakeholders within a global setting. Using simulations and cases, students will examine the relationship between a corporation and its stakeholders, society, the natural environment, and technology. Ethical reasoning within a business context will also be discussed.

## MBA 7300 - Marketing Metrics and Analytics - 3 credits

This course examines how data analytics can be used to improve marketing decisionmaking. Students will be introduced to the fundamental principles and techniques of data analytics. In addition, they will develop data-analytics thinking, and that proper application is as much an art as a science. The course incorporates real-world examples and cases to place data analytics techniques in context to develop data analytics thinking. In addition,

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students will work "handson" with data analytics software. This course aims to enhance student knowledge of emerging analytic techniques, tools, and applications to business and marketing problems.

## MBA 7350 - Global Business Policy and Strategy - 3 credits

This course begins by discussing how the global business environment helps identify business opportunities, taps valuable resources, assists in planning, and improves the business's overall performance, growth, and profitability leading to strategic management. Global strategic management cuts across the whole spectrum of business and management, centering on the industry and competitive environment in which it operates its long-term direction and strategy, resources and competitive capabilities, and prospects for success. Throughout the course, the spotlight will be trained on the foremost issue in running a global business enterprise: "What must managers do, and do well, to make the company a winner in the game of business?" The answer that emerges, which becomes the course's theme, is that good strategy and execution are the critical ingredients of company success and the most reliable signs of good management.

## MBA 7400-Operations Management and Data Science - 3 credits

Operations management is the planning, organizing, staffing, directing and controlling of all the activities of processes that convert inputs into products and services. Operations Management is scientific management using quantitative methods. It focuses on quantitative and qualitative methodologies for all levels of issues: strategic, tactical and operational. Descriptive, predictive, and prescriptive analytical techniques are applied to structure and evaluate key operational decisions. Honed are skills required to model a system's operations, address uncertainty, mitigate risk, assess resource needs, integrate components into a coordinated system, and efficiently develop and manage capacity and inventory. Emphasizing research that focuses on real business problems and maintaining a balance between theory and practice, students are trained in fundamental and applied business modeling and analytical thinking.

## MBA 7450-Supply Chain Integration and Analytics - 3 credits

This course studies the decisions, strategies, and analytical methods in designing, analyzing, evaluating, and managing supply chains. Concepts, techniques, and frameworks for better supply chain performance are discussed, and how digital technologies enable companies to be more efficient and flexible in their internal and external operations are explored. Content flows from supply chain integration to supply chain decisions and management and control tools.

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## MBA 7500 - Project Management and Analytics - 3 credits

In this course, students will learn the significant elements of project resource management and the broader context of this critical planning function. Students will learn project needs assessment, cost estimation, project cost control, project budgeting, cash flow management, financial management, value management, configuration management, and supply chain management. Students also learn to appreciate the importance of integrating cost and value management processes by exploring project scheduling and time management within the broader context of the planning effort. Students explore how an organization's leaders are responsible for conceiving, designing, implementing, and managing the overall objectives, culture, environment, and processes as part of the project management process. The course includes risk identification, qualitative risk management, risk treatment, monitoring and review, project processes, risk allocation, environmental risk, and quantification of project risk. Students learn that risk management assists project managers in setting priorities, allocating resources, and implementing actions and processes that reduce the risk of the project not achieving its objectives.

## Master of Criminal Justice (MCJ)

## MCJ 6005 - Innovative Leadership in the 21st Century - 3 credits

This course examines current methods of leadership and administration in criminal justice organizations with a focus on problem-solving and innovation. The goals of criminal justice organizations are examined from historical, theoretical and practical perspectives with an emphasis on effective models of leadership and reflective practice Through introspection, students will explore their individual approaches to interpersonal communication, leadership and decision making. Through case studies, students will cover various topics including: leadership development, problem-oriented policy and practice, the functions of a public service organization, methods for decision making, and innovation in strategy, and vision and planning.

## MCJ 6010 - Innovative Justice Administration - 3 credits

Recognizing that leaders and administrators of criminal justice agencies must be cognizant of larger societal issues, this course examines contemporary public administration and law issues within the macro-political environment in which justice administrators must lead their organizations. The course will examine the most promising, unique and innovative procedures in the administration of justice, centering on both evidence-based analysis, and problem solving around traditionally intractable issues.

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## MCJ 6015 - Methods of Inquiry in Criminal Justice - 3 credits

This course examines how to conduct criminal justice research and how to be better consumers of criminal justice research and other types of information relative to the needs of agencies. The relationship between theory, research, problem solving, and policy is examined, leading students to develop an understanding of the differences between quantitative and qualitative research while exploring various methodological designs. Problems and errors associated with sampling, analysis of data, interpretation of results, and research limitations are presented. Important issues in criminal justice research are discussed including ethics, confidentiality, and vulnerable populations.

## MCJ 6020 - Criminology: Theory and Application - 3 credits

Theories of criminology are examined from historical, empirical, and policy perspectives. Using the major criminological theories which explore crime and its' etiology, students will explore and deconstruct the strengths and weaknesses of both historical and modern theories, with special attention to the role of theory in policy-making and problem solving. Individual, structural, and social process theories are examined, with special attention to risk and protective factors in inhibiting or promoting crime.

## MCJ 6025 - Criminal Justice Data Analysis - 3 credits

This course provides students with an understanding of how criminal justice research is conducted and how one systematically evaluates quantitative research reported in the criminal justice literature. Traditional data analysis, including the topical areas of measures of central tendency and dispersion, probability, sampling distributions, and univariate and multivariate techniques for hypothesis testing are examined. Students learn how to select appropriate statistical tests and how to properly interpret results. Utilizing analysis software such as SPSS or MS Excel, students perform analysis on a variety of criminal justice data.

## MCJ 6040 - Capstone Project I: Foundation - 3 credits

This course will serve as the entrance to the capstone group project. Students will form groups and work with the program's project coordinator to identify a department, agency, program, or organization to partner with. The partnership will lead to a research proposal that focuses on innovative problem solving in a contemporary issue in criminal justice. In class, groups will be expected to develop an extensive and appropriate literature review, construct a research proposal, and submit materials to the Institutional Review Board. Students will be graded on their individual contributions.

## MCJ 6045 - Capstone Project II: Implementation-3 credits

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In this course, students will begin to implement the research plan developed in MCJ 6040. Groups will continue to work with the department, agency, program, or organization partnership formed in the previous course as they carry out their research plan and collect data. Students will be graded on their individual contributions. Students selecting the thesis or internship option are not required to take this course.

## MCJ 6080 - Elective: Special Topics, Research Writing Intensive - 3 credits

This course will present a "deep dive" on a relevant contemporary criminal justice topic with a special focus on strengthening research writing. Working through the specific topic, students will learn to write a comprehensive literature review, using scholarly sources. There will be a special focus on developing information literacy and organizing extant research materials in writing. Connections to the cohort's collaborative project may be prioritized in the selection of topics.

## MCJ 6090 - MCJ Graduate Internship-3 credits

Graduate students with no previous work experience in a criminal justice setting may request a placement in a criminal justice or community service setting and supervision by a graduate faculty member. Approval of MACJ Director is required.

## MCJ 6350 - Trauma-Informed Work and Restoration in the Justice System - 3 credits

This course will take a trauma-informed approach to work within the criminal justice field, focusing on the potential for restorative processes and outcomes. This work includes those who come into contact with the justice system (the overlapping groups of people who create harm and those who experience it), as well as professionals who work within the justice system. This course will explore the impact of interpersonal and structural trauma in the justice system, exploring trauma-informed care through a multi-disciplinary lens. Students will examine the intersections between trauma and mental illness. Importantly, this course will centralize restorative justice principles as a method of addressing harms created through trauma. There will be a particular focus on how the justice system can facilitate programming to promote healing and resiliency both in direct services and through policy considerations. Empirical research on programming will be discussed.

## MCJ 7000 - Capstone Project III: Culmination - 4 credits

Serving as a final capstone assessment instrument, students will complete the research plan developed in MCJ 6040 and MCJ 6045. Specifically, the data collected in the previous course will be analyzed to reach a conclusion and develop comprehensive, innovative, ethical, and evidence-based recommendations. Each group will create a white paper that will be

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collected into a cohort-wide report. In addition, groups will present their findings during a poster session that includes students, faculty, stakeholders, and community members. Students will be graded on their individual contributions. Students approved for the thesis option are not required to complete MCJ 7000.

## MCJ 7100 - Independent Study - 1 to 3 credits

Allows students to pursue particular research interest that is not normally a part of the MCJ curriculum or a part of the Capstone Seminar I or II. Working individually with a graduate faculty mentor, MCJ 7100 could involve either directed reading or independent research. Approval of MACJ Director required.

## MCJ 7500 - Master's Thesis I: Thesis Foundation and Prospectus - 3 credits

In this first of two sequential courses, the thesis student will integrate knowledge and understanding developed in the core curriculum to prepare a thorough and analytic research prospectus on an appropriate thesis project topic. The prospectus will include a literature review, a compilation of resources and databases to be used in the research, a detailed research methodology, and an appropriate bibliography. The research project will be completed in Master's Thesis II. Approval of MACJ Director is required.

## MCJ 7600 - Master's Thesis II: Thesis and Defense - 4 credits

The student will complete the thesis project begun in Master's Thesis I by initiating the individual research project, gathering data, sorting and identifying key variables, and integrating their findings within the context of the criminal justice theory and literature. The student critically analyzes the data and draws summary conclusions, prepares a written thesis and publicly defends their findings in an open forum. After successfully defending the thesis, the written thesis is bound and catalogued in the Levin Library for public use. Successful completion of MCJ 7500 and the approval of MACJ Director are required.

## Master of Education (MED)

## MED 5703 - How to Write an IEP - 1 credit

This 1 credit course is intended to increase the ability of special educators at the Elementary, Middle, and High School level to write Individual Education Programs that clearly articulate the levels of performance, needs of students, goals, objectives, and service delivery. The IEP's should reflect an understanding of the guidelines and laws for Special Education and should

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clearly communicate the specific actions, accommodations, and component of service being provided to the student. Participants will have an opportunity to give and get feedback and to learn strategies for making IEP's more useful to their daily work. The course will be divided into eight modules. The first module will focus on a brief overview of policy and regulations surrounding the IEP. Next, participants will develop an understanding about how special education eligibility is determined and how to communicate the students' strengths and needs. Using a case study approach, the following modules will address the description of current levels of performance and the development of accommodations, modifications, measurable goals and objectives, and appropriate service delivery and placement options. Finally, the last module will guide the student in developing a complete IEP including supporting documentation.

## MED 6010 - Education and Society - 3 credits

Teaching does not take place in a vacuum. Education in America has evolved based on a long sequence of events - from changes in philosophy and technology to the historical influences of immigration, racial dynamics, economics, and changing societal structures. From the one room school house to the advent of public schools to Sputnik to No Child Left Behind, our educational systems are structured around differing philosophies, purposes, and goals. Further, whether they are aware or not, how teachers and schools conduct their business betrays an attitude towards learning, towards children, and towards the purposes of education that will influence results in the classroom. In this course, students will become aware of underlying educational philosophies, will review the major events in American history that have shaped our educational system, and will consider the various, often competing, goals and purposes ascribed to the educational process and the public schools. In so doing, students will consider their own goals, and will shape an initial purpose statement and philosophy of education that will serve as the basis for reflection, consideration and change throughout the Masters program. (Not offered, 2017-18.)

## MED 6015 - Sheltered English Immersion - 3 credits

The SEI endorsement is a key part of the Massachusetts initiative called RETELL, the intent of which is to close the achievement gap for ELL students. Every Massachusetts educator, with few exceptions will be required to obtain an SEI endorsement. The purpose of this course is to provide teachers with the knowledge and understanding to shelter their content instruction effectively so that ELLs can access curriculum and achieve success in school. Students will have the opportunity to develop and analyze lesson plans in all content areas using ELL standards. The course emphasizes the instructional competence needed to develop, evaluate and adapt teaching strategies and materials to enhance opportunities for ELL student growth.

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## MED 6030 - Children, Families, and Community - 3 credits

This course explores the contexts of the lives of learners and trains educators to become effective communicators. Participants will understand family, school, and society as social systems, and be able to apply this understanding in their relationships with children, colleagues, parents and the community.

## MED 6040 - Literacy and Language Arts: Strategies and Practice - 3 credits

This course explores the fundamental principles, theory, research, and practice of reading and language arts. It introduces the basic components of reading, from phonology and orthology through fluency, and considers emergent literacy, how the culture impacts reading, assessment of reading skills, writing, and the needs of English Language Learners. Students will be able to demonstrate knowledge of these fundamental principles of reading, and of the relationship between reading, writing, listening and speaking.

## MED 6060 - Integrated Curriculum Math and Science - 3 credits

This course explores the theories, methods, and materials necessary for effective instruction in mathematics, technology, science, and health. Participants will become familiar with the curriculum standards and instructional practices of mathematics, science, and related disciplines.

## MED 6065 - Integrated Curriculum - Social Studies and the Arts - 3 credits

This course is the first in a series of curriculum courses. It introduces the concepts of curriculum development, and explores theories, methods, and materials necessary for effective instruction in social studies, literature, and the arts. Participants will become familiar with the curriculum standards and instructional practices of the arts, social science, literature, and related disciplines.

## MED 6070 - Adapting and Differentiating Instruction - 3 credits

This course builds on theories of learning, curriculum, and instruction, and prepares teachers to adapt and differentiate their teaching to learner needs. Participants develop insight into how they and others learn and build skills in creating and delivering instruction that meets high standards and student needs.

## MED 6110 - Children, Society and Education - 3 credits

From the one-room schoolhouse to No Child Left Behind, America's schools have been

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shaped and re-shaped both around changing communities and changing philosophies, purposes and goals. This course explores the context in which public education takes place today, from the broad historical trends, to the lives of learners and their families. Participants consider the forces shaping the lives of children in their differing family and community cultures, how these circumstances affect individual students, and how teachers' own philosophies shape their interactions with students. Related topics of child development are also considered.

## MED 6210 - Field Experience Practicum - Elementary Education - 1 credit

MED 6210, the practicum, provides the second and final fieldwork experience for graduate students pursuing an initial licensure in Elementary Education (Grades 16 license). Mandated by the Massachusetts Department of Elementary and Secondary Education, the practicum requires candidates spend a minimum of 300 hours in an appropriate public school setting, working in the role of the license that the candidate's pursuing, in order to practice and demonstrate readiness for initial licensure as outlined by the Massachusetts Professional Standards for Teachers and Candidate Assessment of Performance (CAP). This final experience in the field is critical as teacher candidates are expected to participate in five full days per week for the entire semester and assume full responsibility for at least 100 of those hours, in order to understand the expectations of initially licensed teachers at the Elementary level, and the specific role they are about to undertake. During the practicum, teacher candidates continue to learn and implement instructional strategies, assess student learning, integrate coursework taken thus far, gain further experience, and develop their teaching style and reflective stance in a supervised setting reporting to their Program Supervisor and Supervising Practitioner who are assigned by Curry College. In addition to the required 300 hours in the field, students are required to participate in MED 6910 - Collaborative Learning Seminar which is a parallel course reflecting on their practicum experience.

Prerequisite: Successful completion of Pre-Practicum - MED 6450. Licensure students must have taken and passed all applicable MTEL tests for their license/concentration prior to first of December prior to being registered and enrolled in the practicum.

## Corequisite: Must be taken with MED 6910 Collaborative Teaching and Learning Seminar.

## MED 6320 - Improving Reading Instruction - 3 credits

This course provides greater depth and breadth in the fundamental principles of reading, along with appropriate back- ground in literacy, language acquisition, second language acquisition (English Language Learners), and related topics. Building on assessment and

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intervention skills students have gained, it focuses on the application of instructional strategies and interventions. Topics will be addressed on a K-12 spectrum, and will consider the leadership role of a reading specialist in reading instruction.

Prerequisite: MED 6350.

## MED 6330 - Literature for Reading, Writing and Thinking - 3 credits

This course examines the selection and use of literature in elementary and secondary classrooms and literature programs, and the range of literature-based activities that can be used to promote student success and engagement in reading. Students will explore the essential aspects of a quality literature program, including genres, literature programs, methods to support reading comprehension and enjoyment, pre-and post-reading activities, and teaching and learning strategies such as literature circles. Students will consider current theories of literacy development, and will develop a working knowledge of the Mass. ELA frameworks.

Prerequisite: MED 6040.

## MED 6340 - The Teaching of Writing - 3 credits

This course reviews research on children's writing development, writing processes, and writing as it pertains to the process of language development and reading. Participants will explore instructional methods for teaching and assessing writing, and will develop a peerreviewed portfolio of their own writing.

## Prerequisite: MED 6040

## MED 6350 - Assessment and Intervention in Reading - 3 credits

This course focuses on specific difficulties that children encounter when learning to read, including print awareness, motivation, vocabulary, fluency, phonemic awareness, and behavioral and organizational patterns. Students will become familiar with current tools and techniques in reading assessment, and will learn to determine the causes of reading problems and how to structure interventions to address them. Students will learn basic principles of assessment (validity, reliability, bias). They will learn to administer and interpret informal reading assessments, and to identify appropriate assessment instruments. They will also become familiar with, and develop initial interpretation skills for, standardized diagnostic instruments.

Prerequisite: MED 6040.

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## MED 6360 - Balanced Literacy - 3 credits

In this course students build on their understanding of the components of reading from MED 6040, and learn how to structure a series of reading activities that not only address the components of reading but also respond to students individual learning styles. Using a balanced literacy approach, participants learn how to design classroom reading through a combination of reading aloud, guided reading, shared reading, independent reading, and word study. In pursuing a balanced approach, the course will also consider additional strategies for encouraging students both to enjoy reading and to understand what they have read.

## MED 6410 - Field Experience Practicum - Special Education - 1 credit

MED 6410, the practicum, provides the second and final fieldwork experience for graduate students pursuing a Special Education; Moderate Disabilities (Grades prek-8). Mandated by the Massachusetts Department of Elementary and Secondary Education, the practicum requires candidates spend a minimum of 300 hours in an appropriate public-school setting, working in the role of the license that the candidate is pursuing, in order to practice and demonstrate readiness for initial licensure as outlined by the Massachusetts Professional Standards for Teachers and Candidate Assessment of Performance (CAP). This final experience in the field is critical as teacher candidates are expected to participate in five full days per week for the entire semester and assume full responsibility in the role of MOD teacher at least 100 of those hours, in order to understand the expectations of initially licensed Moderate Disabilities teachers, and the specific role they are about to undertake. During the practicum, teacher candidates continue to learn and implement instructional strategies, assess student learning, integrate coursework taken thus far, gain further experience, and develop their teaching style and reflective stance in a supervised setting reporting to their Program Supervisor and Supervising Practitioner who are assigned by Curry College. In addition to the required 300 hours in the field, students are required to participate in MED 6910 - Collaborative Learning Seminar which is a parallel course reflecting on their practicum experience.

Prerequisite: Successful completion of Pre-Practicum - MED 6450. Licensure students must have taken and passed all applicable MTEL tests for their license/concentration prior to first of December prior to being registered and enrolled in the practicum.

Corequisite: Must be taken with MED 6910 Collaborative Teaching and Learning Seminar.

## MED 6420 - Models of Programs for Special Needs Students - 3 credits

This course explores the range of special education programs and services from historical, legal, ethical, social, and educational perspectives. Participants develop knowledge of

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federal and state laws and regulations governing special education, learn the roles and responsibilities of special educators, understand the services provided by related agencies, appreciate the various forms of programs, curriculum and instruction, and understand the educational technology related to special education students.

Prerequisite: MED 6440.

## MED 6430-Psycho-Educational Assessment and Planning for Special Needs Students - 3 credits

This course examines standardized and informal methods of psycho- educational assessment of students. Participants learn procedures for documenting performance, identifying academic and cognitive strengths and weaknesses, and preparing psychoeducational reports. They learn to prepare and evaluate Individualized Education Programs (IEPs), and conduct collaborative conferences with teachers, parents, administrators and the community.

## Prerequisite: MED 6440.

## MED 6440 - Teaching Exceptional Children - 3 credits

This course is designed to give students a broad introduction to exceptional learners and their education. Included will be discussions of the characteristics of learners with varying disability types, the legal guidelines governing special education, and the processes of referral, identification and placement of special needs students. Also covered will be the psychological, social, educational, medical and cultural issues pertaining to special education, as well as current trends and controversial issues in special education today.

## MED 6450 - Strategies for Classroom Management and Pre-Practicum - 3 credits

This course and pre-practicum focus on developing strategies and methods to create positive and effective learning environments. Participants will learn effective instructional and behavioral management strategies and be able to cultivate social competence and academic achievement. Participants will become skilled at preparing special needs students for inclusion in a variety of educational situations. In this experience, students fully participate in classroom and school experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. Throughout the pre-practicum experience, candidates plan and deliver Instruction to a variety of students, learn the intricacies of the role they will undertake, implement strategies for effective classroom

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management and reflect on their developing practice. By reflecting on observations in the field, on the nature of teaching, and learning and effective classroom practice, teacher candidates build analytical skills to help them refine and improve their own teaching.

## MED 6470 - Human Development, Diversity, and Learning - 3 credits

This course examines the emotional, cognitive, social, moral, and biological development of people over their lifespan in physical and within emerging digital environments. Participants will explore the interaction of human development and learning with issues of race, gender, age, socio-economic status, sexual orientation, physical and mental disabilities, culture, religion, and other human differences.

## MED 6471 - Culturally Responsive Educational Practices - 3 credits

This course examines intersectionality and the complex racial, gendered, and class-based dimensions that exist in diverse learning environments. The focus will be on understanding how to engage and educate all individuals to equally rigorous standards through knowing, valuing, and celebrating their human differences as assets within the context of teaching and learning. There will be an emphasis on providing positive solutions and applying strategies to further develop cultural proficiency while working with diverse populations in any learning environment.

## MED 6472 - Neurodiversity and Neuro-Educational Assessments - 3 credits

This course will investigate neuropsychological topics and cognitive assessments that are relevant to the performance of individuals in learning environments and how these influence instructional interactions. The focus will be on how neurologically informed teaching can enhance the practice of professionals as well as the learning and development of the people with whom they work. Specific areas of interest will include left-right whole brain learning, learning style differences, the impact of gender and cultural differences on learning, and the involvement of learning disorders (EF, attention deficit disorders, dyslexia, and autism spectrum disorders) in the learning process.

## MED 6473 - Inclusive Literacy and Communication Models - 3 credits

This course examines the fundamental principles, theory, and research of reading and writing through an inclusive lens recognizing human differences. Various communication models and sociolinguistics will be investigated and connected to how we build shared meaning within learning groups and diverse populations. Participants will explore online learning systems and digital tools that are integrated into current teaching and learning

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practices through digital literacy. This course will emphasize the importance of the cultural and linguistic aspects of communication and how these influence our perception of self and others.

## MED 6474 - Fundamentals of Social Emotional Learning (SEL) - 3 credits

In this course participants will learn about the development of social-emotional competencies and how these affect teaching and learning. This course will be grounded in the five widely recognized areas of social-emotional learning: self-awareness, social awareness, responsible decision making, self-management, relationship skills, and will include connected topics such as executive functioning, self-regulation, and cognitive flexibility. Participants will also explore the impact of trauma on social-emotional development as well as the creation of safe and inclusive learning environments.

## MED 6475 - Diverse Perspective in Mathematics - 3 credits

This course focuses on seeing mathematics as a tool for understanding the world and sustaining a culture of access and equity considering the historical context of mathematics instruction. A critical component will be examining how an inquiry-based approach to mathematical concepts values multiple perspectives through social construction of knowledge, ultimately empowering all diverse learners. Mathematical practices will be explored that are inclusive of all racial, ethnic, linguistic, gender, and socioeconomic backgrounds and promote positive learning environments. Mathematical discourse, collaboration, modeling, and problem-solving will be emphasized with the use of culturally responsive manipulatives and technology.

## MED 6476 - Equity, Ethics, and Educational Law - 3 credits

This course examines federal, state, and local laws and policies impacting and influencing educational settings. Participants will investigate a variety of ethical and legal topics across various settings including public and private schools, charter schools, non-profit organizations, and youth service agencies. Students will become aware of underlying educational philosophies, will review the major events in American history that have shaped our educational system and led to discrimination and widening achievement gaps. Specific focus will be placed on the inequitable representation of marginalized groups in special education and school disciplinary action.

## MED 6477 - Social Justice Educational Advocacy - 3 credits

This course examines social action as part of people's collective efforts to create or oppose changes in society, specifically reform in educational systems. Participants

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will explore theories of intergroup relations, group development, and leadership that facilitate the understanding of biases and conflict, multicultural dynamics in diverse groups, and conflict and cooperation in the context of learning environments. There will be an emphasis on issues related to educational equity as well as oppression based on social constructions of race, gender and sexuality, and disability. This course is designed to prepare students to become active change agents as planners and facilitators of educational dialogues.

## MED 6478 - Educational Research - 3 credits

This course examines research methods and designs in education. Students will learn to review research literature, construct hypotheses, gather data, and prepare research proposals. During this course, students will choose and refine a research topic for their thesis and prepare a thesis proposal.

## MED 6479-Thesis Advising - 1 credit

Working directly with an adviser from a field related to the student's proposed thesis topic, students will receive guidance in the development and analysis of research literature and the integration of that literature into the Masters thesis.

## MED 6480 - Capstone Seminar Thesis - 3 credits

This course integrates all aspects of thesis development. Students will present a series of drafts for faculty and peer reaction. Students are expected to provide supportive feedback to their colleagues, collaborate on research topics and to work with their mentors to complete their thesis. The goal of the seminar is to prepare and present the final findings of the thesis. A completed and approved Masters thesis is necessary to satisfy program requirements and degree completion.

## MED 6550 - Conceptual Math - 3 credits

This content-oriented course will improve, broaden and deepen teacher candidates' proficiency and understanding of mathematics as an inquiry-based discipline. Successful teachers understand the connections among different branches of math, and think of math as a means for solving problems and understanding the world. Since doing mathematics often involves complex problems, young mathematicians must develop persistence and flexibility, build on one another's ideas, and communicate and justify their findings. In order for an educator to help children develop these life-long skills, he or she must be a successful, confident problem-solver with a solid understanding of fundamental mathematics.

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## MED 6555 - Math Applications - 3 credits

Educators need to develop skills in problem-solving, real- world applications of mathematical concepts, and the ability to convey these concepts to children in the elementary and middle grades. Math is a subject well suited to inquiry-based teaching. This course includes applications, interpretations, and analyses of patterns, functions, algebra and statistics. Educators will use Explore Learning's gizmos or similar tools for real world explorations and inquiry. Common Core State Standards for Mathematical Practice will be applied.

## MED 6710 - Learning, Diversity, and the Fundamentals of Teaching - 3 credits

This course introduces the fundamentals of teaching through the context of human diversity in education; including Understanding by Design and Universal Design for Learning, the principles of curriculum and instruction, lesson planning Bloom's taxonomy, individual learning styles, issues of child development and teaching strategies for student engagement will be explored.

## MED 6720 - Inquiry-Based Instruction - 3 credits

This research-based course is designed to provide prospective teachers with the knowledge and experience necessary to use inquiry - asking questions - as an instructional strategy. Focusing on science and social studies, and using the backwards design model, prospective teachers will learn to develop and deliver lessons that encourage students to ask questions, think critically, and take ownership of their learning; that is, to learn how to learn.

## MED 6730-Classroom-Based Assessment - 3 credits

Assessment is a vital part of the learning process, whether in higher education or elementary school. This course explores types of external assessments and data produced within a well- organized, well-structured, positive, nurturing and supportive learning environment. It will also explore project-based learning, performance assessment, standards-based assessments, progress monitoring, and the range of assessments in use in school systems. Finally, the course will cover basic concepts of assessment such as validity and reliability, and consider state and national comparisons, including valid and inappropriate inferences from these data.

## MED 6910 - Collaborative Teaching and Learning Seminar - 3 credits

This course is designed to support teacher candidates in their practicum experience and be

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ready to make an impact on day one in their first educational role. Students in this course will reflect upon the application of their practicum experiences and collaborate with other teacher candidates pursuing the same teaching license. This course is taken in conjunction with either MED 6210 - Practicum Elementary or MED 6410 - Practicum Special Education. Teacher candidates will spend time working in small groups focused on content-specific activities as well as current issues, strategies, and experiences connected to working with students in their licensure area. The whole group seminar sessions will focus on contemporary educational topics that are critical for pre-service teachers to be competent in such as building strong family and community connections, classroom leadership, socialemotional learning, and research-based instructional methods while thinking critically about diversity, equity, and inclusion for all students.

Prerequisite: Successful completion of Pre-Practicum - MED 6450. Licensure students must have taken and passed all applicable MTEL tests for their license/concentration prior to first of December prior to being registered and enrolled in the practicum.

Corequisite: Must be taken with MED 6210/6410 Field Experience Practicum.

## MED 7100 - Independent Study - 1-3 credits

Allows students to pursue particular research interest that is not normally a part of the MED curriculum. Working individually with a graduate faculty mentor, this could involve either directed reading or independent research. Approval of the Director of Graduate Studies in Education required.

## Field Work Courses

The Master of Education programs leading to licensure require two field experiences prior to the completion of the degree. This fieldwork is also required by the Department of Elementary and Secondary Education in Massachusetts for licensure candidates, and the college's requirements are designed to meet State standards. Different programs or student needs may require that different fieldwork arrangements are made from the courses below.

## Master of Science in Accounting (MSA)

## MSA 6050 - Data Analytics for Accounting - 3 credits

## Summer Term

Technology has changed the role of an accountant. Understanding and performing data

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analysis is now a requirement of individuals in accounting and finance fields. This course provides students with an understanding of data analytics thinking and terminology as well as hands-on experience with data analytics tools and techniques used in the accounting industry. Students will gain the skills necessary to translate accounting and business problems with Auditing, Managerial Accounting, Financial Statement Analysis, Financial Planning, Tax, and Forensic Accounting into actionable proposals that they can competently present to managers and data scientists. The focus of the course will be on concepts and tools that are useful within the accounting industry, not on algorithms or statistical math. Excel and Tableau will be heavily used throughout.

## MSA 6150 - Research, Writing, and Communication for Accountants - 3 credits

This course introduces students to the skills required to become an effective researcher, writer and communicator within the accounting and taxation fields. Students will examine sources for professional research and develop the skills necessary to effectively translate it into an organized oral or written communication routinely produced by accountants within multiple disciplines. Based on the research performed, students will draft different types of written accounting and tax correspondence, including white papers, client letters, tax memorandums, and other correspondence. Planning and presenting findings in different business settings is also emphasized throughout.

## MSA 6250 - Advanced Forensic Accounting and Fraud Examination-3 credits

This course focuses on complex frauds (including financial statement fraud, tax fraud and money laundering), and on non- fraud forensic accounting engagements (including cases of patent infringement, commercial damages and anti-trust). It covers related investigation methods and legal issues, valuation models, reporting and communicating findings, testifying as an expert witness, and other litigation advisory services.

## MSA 6350-Managerial Accounting for Organizational Performance - 3 credits

A study of the processes and systems used by managers to ensure organizational goals and strategies are being implemented as intended. The course involves analyzing various management control processes and systems, examining the strengths and weaknesses of each, and evaluating effective implementation strategies. Case analysis is emphasized.

## MSA 6450 - Risk Management and Business Concepts - 3 credits

This course is an overview of generalized business and economic concepts. It will cover a variety of topics including corporate governance, strategic planning, operations management, and information systems. Emphasis will also be placed on the study of the

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identification, analysis, measurement, management of operational and financial risk within an organization.

## MSA 6550 - Advanced Auditing - 3 credits

This course provides an extensive examination of professional standards, the audit process, advanced auditing techniques, and the auditor's role in ensuring that publicly issued financial statements are fairly presented. Students will apply auditing procedures to financial statement transaction cycles, and conduct audit sampling and testing techniques using specialized data analysis software. The course will also cover advanced topics concerning complex auditing judgments, and the use of audit software tools.

## MSA 6650 - Taxation of Business Entities, Fiduciaries and Not-For-Profits - 3 credits

This course provides an in-depth examination of tax issues that relate to different entities, including corporations (C corporations, S corporations, and multi-national corporations) and partnerships. Income taxation of estates, trusts, and not-for- profits is also discussed. Topics will include formation, operation, reorganization, sale, liquidation and dissolution as it relates to the entity and the related tax implications to the stakeholders. Research, analysis and planning of tax issues for different entities is performed throughout.

## MSA 6750 - Advanced Financial Reporting for Governmental and Not-for-Profit Entities 3 credits

This course is designed to provide a detailed exploration of the special accounting and auditing concepts of governmental and not-for-profit economic entities. Through case studies, students will examine, analyze and the interpret financial statements of these organizations. Emphasis is also placed on the reporting concepts and budgeting principles for governmental (federal, state, and local) and not-for-profit entities.

## MSA 6850-Advanced Topics in Financial Reporting - 3 credits

This course involves the comprehensive study of the analysis, interpretation, and use of financial statements by decision- makers and the impact of accounting conventions and alternative standards on analytical measures. A central theme is "value creation"-- how a manager may use financial statements to guide value-creating behavior and how investors may use statements to identify value-creating opportunities. The framework will be applied to a number of industries and companies consisting of startups, high growth, high tech, mature, and troubled situations. Key topics include earnings management, profitability analysis, and credit analysis, predicting financial distress, pro-forma business modeling, and industry analysis.

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## MSA 6950 - Business Law and Tax Planning - 3 credits

This course examines various complex business problems that students solve using independent research. Emphasis is placed on the formation of corporations and pass through entities, dividends, stock redemptions, and the purchase and sale of businesses. An extensive use of case studies allow students to plan the various situations throughout the life of a business, including its formation, finance, restructure and eventual liquidate a business.

## Master of Science in Nursing (MSN)

## MSN 5000-The Art and Science of Nursing - 3 credits

This course introduces the student to the central concepts of professional nursing practice. Building on a previous bachelor's degree, the student is introduced to the historical evolution of nursing as a profession and discipline. The future roles of nurse as provider and manager of patient care and healthcare leader are emphasized. This course explores evidence for practice, nursing informatics, safety, quality improvement, teamwork, including interdisciplinary collaboration, and the inherent value of patient-centered care. The student integrates theory, assessment skills, and clinical reasoning to design evidenced based nursing care plans with tailored interventions. The student prepares to use effective communication when providing basic care and comfort, which encompasses ethical decision-making and appreciation of human diversity, across the lifespan.

## MSN 5010 Concepts and Competencies Across the Lifespan I-3 credits

This course introduces the student to the concepts and skills that serve as a foundation for professional nursing practice. The student acquires the knowledge, skills, and techniques necessary to accurately collect data in order to promote, maintain, or restore health and to ensure physical, emotional, cognitive, social/relational, and spiritual health. A clinical decision-making framework is used to develop individualized care interventions for clients with diverse cultural backgrounds and varied health care needs in a variety of settings.

## MSN 5020 Pathophysiology Pharmacology I - 3 credits

This course combines two related nursing concepts: pathophysiology and pharmacology. Based on each major body system, concepts include cellular growth and adaptation, and mechanisms of normal and disease processes. Major drug classifications, drug metabolism,

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mechanisms of drug actions, side effects, their application to clinical practice, and relation to nursing care are incorporated throughout the course.

## MSN 5030 Health Promotion Across the Lifespan - 3 credits

This courseintroduces the student to the principles and concepts of healthpromotion and disease prevention using a developmental, lifespan approach, including pediatric, adult, and geriatric populations. Emerging issues, trends, frameworks, and theories are examined as they relate to health promotion of individuals, families, and communities.Primary, secondary, and tertiary prevention strategies areexplored.Topics include determinants of health, sustainablehealthy environments, cultural competence, and the nurse's role as advocate for health promotion.Leading health indicators andthenationalgoals of reducing preventable disease and injury, disability, and premature death,while achieving health equity are discussed.

## MSN 5035 Clinical: Healthy Populations - 3 credits

This clinical course introduces the student to the nursing care of generally healthy populations across the lifespan through application of basic concepts, strategies, and methods of health promotion and disease prevention. Key determinants of health are addressed based on findings of physical and behavioral health assessments and screenings to prevent disease, promote health, and reduce risks. The student applies comprehensive health assessment skills and uses therapeutic communication skills to build rapports with patients and families during care experiences.

## MSN 5040 Evidence-Based Research, Theory \& Practice - 3 credits

This course focuses on the acquisition and evaluation of evidence to support best practices of clinical nursing care. The student conducts critical analyses of nursing and allied health literature for scientific merit. Synthesis of research findings to solve clinical problems and the evaluation of evidence for translation into practice are discussed. The student examines evidenced-based guidelines and evaluates the effectiveness of research-based interventions on clinical outcomes. Theory-guided research, ethical conduct in research, and the value of both qualitative and quantitative research designs to nursing practice are emphasized. Statistical software application to analyze health related data is introduced. The student explores the role of the nurse as an evaluator of research and a participant in developing evidence-based policy and procedures.

## MSN 5050 Management of Chronic Disease Care: Top 10 Health Problems - 3 credits

This course introduces the student to the nursing management of patients diagnosed with

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the most commonly occurring chronic disease conditions, both physical and behavioral. The multifocal etiologies of disease are examined within a socio-ecological context. Both upstream and downstream approaches to chronic illness care are proposed and evaluated. Evidence-based clinical interventions are identified, including case management strategies to reduce fragmentation during transitions in care.

## MSN 5055 Clinical: Developmental Conditions and Chronic Disease Care - 3 credits

This clinical course integrates the student's knowledge and skills for use in the care management of patients with developmental based conditions and chronic illness, with the goal to promote a return to baseline and prevent long-term complications or negative sequela. Students engage in patient care experiences across the lifespan in laboratory, simulation, and off-site settings.

## MSN 5060 Quality Improvement and Risk Management for Nursing Practice-3 credits

This course introduces the student to the principles and concepts related to quality improvement and patient safety within complex healthcare organizations. Historical perspectives, regulatory requirements, accreditation standards, and reimbursement strategies are evaluated for effectiveness in improving quality, patient-centered care. Utilizing a clinical microsystem-based approach, the tools, techniques and methods of quality improvement and safety are analyzed. Communication strategies that promote patient safety are explored.

## MSN 5070 Family-Centered Care - 3 credits

This course provides an integrative, family-centered approach to the care of mothers, newborns, and children. This course also facilitates the application of the nursing process in the care of families during childbearing years, and individuals from birth through adolescence to promote optimal health and development at any stage of the health continuum. Emphasis is placed on normal and high-risk pregnancies, growth and development, family dynamics, common physical and behavioral pediatric disorders, and the promotion of healthy behaviors in individual patients and family units.

## MSN 5080 Complex Care - $\mathbf{3}$ credits

This course utilizes theoretical concepts to prepare the student to develop clinical judgment, reasoning and decision-making skills when providing critical or complex care to adults with comorbidities, acute exacerbations of illness, or unstable physical or psychological conditions. Patient-centered care includes considerations of social, physical, psychological, and spiritual factors in the management of complex medical-behavioral health concerns.

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Interdisciplinary collaboration and the nurse's role as care coordinator are emphasized. The topics of delegation, prioritization and management strategies needed when caring for acutely complex and/or multiple patient assignments are addressed.

## MSN 5085 Clinical: Acute-Chronic- Complex Care - 3 credits

This clinical coursefocusesonpatients who present withacuteillness,exacerbations ofchronicconditions,comorbidities andcomplexhealth problemsacross varied clinical settings.This clinical experience integrates higherlevelknowledge and skillsetsto supportpatients during unstable physiological and/orpsychologicalstates.This clinical utilizes simulation and acute-complex site caresettingsto managecritically illpatients requiring regenerative or restorative care.

## MSN 5090 Population Health - 3 credits

This course focuses on the health of communities and populations utilizing an ecological framework with an emphasis on vulnerable populations. The impact of health disparities, poverty, stigma, and mental health concerns in the community are examined. Public health science such as epidemiology, communicable disease, environmental science, disaster management, genomics/epigenetics, and global health are discussed. Community assessment data is used to develop, analyze, and evaluate community-level interventions. Principles of teaching, learning, and health literacy are applied in developing a community health education project. The role of the nurse caring for vulnerable populations in the community is examined within a social justice lens.

## MSN 6000-Advanced Assessment and Clinical Reasoning-3 credits

This advanced assessment course builds on basic physical assessment concepts and addresses comprehensive health assessment. The course applies clinical decision-making models while integrating assessment skills and techniques. Emphasis is placed on techniques of complete history taking and systematic physical assessment utilized by the master's prepared nurse in the identification of health needs in differing care environments.

## MSN 6020 Pathophysiology-Pharmacology II - 3 credits

This course builds upon the two concepts of pathophysiology and pharmacology emphasizing current evidence-based knowledge in the care of complex patients. A broader understanding of physiological functioning informs an ethical approach to patient care.

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## MSN 6030 Concepts and Competencies Across the Lifespan II - 3 credits

This course builds on basic physical assessment concepts and addresses comprehensive health assessment. The course applies clinical decision-making models while integrating advanced assessment skills and techniques. Emphasis is placed on techniques of complete history taking, systematic physical assessment, and evaluations of risk utilized by the master's prepared nurse in the identification of individual and population-based health needs within differing care environments.

## MSN 6035 Clinical: Palliative/Supportive Care - 3 credits

This clinical course provides the student with an opportunity to provide supportive nursing care to patients and families experiencing life-limiting or progressive illness, emphasizing respect for patients' and families' beliefs, values, and choices. The student will apply evidence-based practice using the philosophy and principles of hospice and palliative care that can be integrated across settings to improve symptom management and quality of care at the end of life.

## MSN 6040 - Advanced Evidence-Based Research and Statistical Analysis - 3 credits

This course examines research design, analysis, and strategies for incorporation into nursing practice. It focuses on methods of using research findings to solve identified clinical problems, and in developing questions appropriate for population-based research. The course prepares students to conduct analytic critiques of the research literature for scientific merit, and to synthesize these critiques for application to practice. Students examine evidenced based guidelines and articulate how evidenced-based research is used to implement and evaluate outcomes. The course emphasizes research-based nursing practice in clinical population management.

## MSN 6050 - Informatics, Epidemiology and Biostatistics for Nursing Practice-3 credits

The course emphasizes the use of informatics, epidemiology, and other healthcare research to manage diverse clinical populations. Information technologies used to monitor, educate, and improve organizational and clinical performance are emphasized. Building on previous statistical knowledge and discernment of evidence, this course explores how nurses use analytics to inform clinical decisions, improve workflow, and advance nursing science. The use of secondary analysis, and big data science principles to predict risk, analyze patterns of care, and evaluate outcomes for clinical effectiveness are discussed. Multiple data sources including electronic health records and aggregated health data sources are included. Methods for how nurses integrate data, information, knowledge, and wisdom into nursing practice for improved healthcare outcomes are explored.

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## MSN 6060 - Leadership and Management - 3 credits

This course focuses on the role of the nurse as leader in contemporary healthcare environments. Using a systems perspective, course content includes leadership, chaos, and complexity theories, and the relationship of these theories to error and innovation in healthcare. Business management content focuses on organizational performance and financing, and nurse leader accountability in quality and safety outcomes. Characteristics of high reliability organizations and the principles of a just culture are analyzed. Concepts of conflict, change, interprofessional communication, advocacy, vision and creativity are discussed. Emphasis is placed on the development of individual leadership abilities through reflective activities.

## MSN 6070 - Transitions to the Advanced Generalist Nurse Role - 3 credits


#### Abstract

This course provides the student with a forum to consider professional practice expectations and current issues and trends as the student transitions into professional nursing practice, in the role of a master's prepared advanced generalist nurse. Major topics include practicing within the scope of the nurse practice act guided by the ANA standards of practice. Use of ethical frameworks as a basis for practice decisions and the principles of horizonal and vertical leadership are discussed. Advocacy to promote professional identity, positive nurse image, and involvement in professional nursing organizations is emphasized. Promotion of healthy work environments; through selfcare, civility, interprofessional collaboration, and coaching of others is a focus. Professional issues including labor, employment issues, and legal aspects of care are discussed. Strategies to foster life-long learning and the use of reflective practice throughout one's career are highlighted. Self-assessment of NCLEX-RN readiness, including predictor exit examination(s) and utilization of structured test preparation strategies are components of this course.


## MSN 6100 - Leadership - 3 credits

This course focuses on the history, development and integration of the role of the master's prepared nurse as a reflective practitioner. Course content includes leadership, chaos, and complexity theories, and the relationship of these theories to error and innovation in health care. Concepts of conflict, change, communication, coaching and mentoring, advocacy,

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vision and creativity are discussed. Emphasis is placed on understanding and fostering development of individual leadership abilities by creating an opportunity for students to assess and reflect upon their own approaches to leadership.

## MSN 6200 - Advanced Pathophysiology - 3 credits

This course emphasizes utilizing knowledge of physiological alterations as a framework for clinical decision-making. Includes novel and break through scientific gains in pathophysiology using the most current literature and evidence.

## MSN 6300 - Nursing Theory, Science and Evidence Based Practice - 3 credits

This course focuses on nursing science, nursing theorists, adjunctive discipline theorists, and the use of evidence-based information to advance nursing knowledge. Learners discuss and analyze conceptual and theoretical perspectives specific to advanced nursing practice. The processes of creating theory-based practice guidelines are explored. Emphasis is on creating strategies for the master's prepared nurse to incorporate theory into the clinical and educational practice environments.

## MSN 6450 - Health Policy Systems and Financing - 3 credits

This course provides the student with an overview of development, implementation, and evaluation of health policy on local, national, and global levels. The student considers the impact of health care policies on a variety of stakeholders including patients and families, care providers, insurers, and governmental regulators. A discussion of the impact of health policy financing and reimbursement within both public and private health care delivery organizations allows the learner to develop insight into considerations for individual nursing practice.

## MSN 6460 - Curriculum Theory, Design, Frameworks Development, and Evaluation Methods-3 credits

This course provides the student with practical applications in nursing and health-related curriculum design, including the development of a teaching/learning philosophy, evaluation of mission statements, programmatic goals, learning objectives, individual courses, and teaching plans for diverse learning populations. The course explores various curriculum frameworks and models. A selected curriculum model will be analyzed identifying successes and opportunities for improvement. This course will also incorporate opportunities to apply curriculum assessment and methods for systematic program evaluation within the classroom setting.

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## MSN 6470-Organizational Leadership in Healthcare-3 credits

The course defines interventions, and their operation to proactively build a culture of patient safety. The course identifies themes and patterns within organizational systems and places for potential improvement. Guidelines and goals from national organizations and regulatory agencies are analyzed including the Joint Commission, Agency for Healthcare Research and Quality (AHRQ), the National Quality Forum (NQF), the National Academy of Medicine, National Patient Safety Goals, and the Institute for Healthcare Improvement (IHI). Students explore the use of data and analytics essential to advancing organizational performance. Students develop the business, financial management and human resource management skills used by nurse leaders and administrators to improve health care outcomes. The course focuses on the collaboration, consultation, communication and leadership skills necessary to assure patient safety throughout the health care system and over transitions of care.

## MSN 6500 - Advanced Pharmacology - 3 credits

This advanced pharmacology course builds upon a basic understanding of the concepts and principles of pharmacology. Advancing knowledge of drug actions, clinical usage of drugs and rationales for drug therapy are included. Physiological factors of disease processes are related to drug mechanisms.

## MSN 6600 - Informatics and Health Information Management - 3 credits

This course uses classroom and online approaches for class content. TIGER (Technology Informatics Guiding Educational Reform) competencies guide course content. Students assess systems that underlie all information technologies and change theories. Students utilize informatics to assess the care environment to improve patient care outcomes and demonstrate a beginning competency in informatics to monitor, educate and improve organizational and clinical performance. The role of the master's prepared nurse as a participant in the design and implementation of information technology systems in departmental and hospital-wide initiatives are understood in the context of current workplace environments.

## MSN 6760-Teaching Strategies and Evaluation Methods - 3 credits

This course explores adult learning theories; social, legal and ethical considerations; teaching strategies and evaluation methods related to nursing education. The course incorporates practical applications in assessment of learning outcomes, test construction, and test item analysis. Learning style needs of students as a basis for developing appropriate learning environments and instructional methods that promote critical thinking are

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introduced. Various teaching modalities are examined in a variety of settings that include classroom, clinical, online, laboratory, and simulation in order to develop essential skills required as a nurse educator.

## MSN 6770-Quality Improvement Science and Risk Management in Healthcare - 3 credits

This course reviews the history and growth of quality improvement science for modern applications in nursing and health care. Models from other high reliability disciplines including the airline industry are used to analyze the current healthcare delivery system, regulation, compliance, the intersection of finance and budgeting, and judging future risk. Risk management tools including Failure Effects Mode Analysis (FEMA) and Root Cause Analysis (RCA), along with other system outcome measurements, benchmarking techniques and regulatory reporting are analyzed. Theoretical and research bases for effecting change in healthcare systems to improve patient outcomes is a major focus.

## MSN 6982 Capstone - 3 credits

The capstone seminar provides the student an opportunity to apply knowledge and skills acquired in all previous course work. This culmination course is taken alongside the final clinical immersion experience. The student collaborates with faculty and agency stakeholders to design a clinically related quality improvement project for the capstone clinical immersion practice setting. Following a needs assessment, the student uses theory and evidence-based strategies to develop, implement, and evaluate a scholarly project aimed to improve healthcare outcomes of a select population. Through faculty and peer review the final product includes a scholarly abstract and poster. The student will disseminate the capstone project findings and related recommendations within the practicum setting and within the school of nursing.

Corequisite: MSN 6985.

## MSN 6985 Capstone Clinical Immersion - 3 credits

This clinical immersion experience taken concurrently with the capstone course allows the student to build upon baccalaureate level knowledge, skills and attitudes and to achieve the practice expectations of the advanced generalist nurse role. During completion of 112.5 hours of experiential learning in one of the clinical practice spheres, the student demonstrates readiness for professional practice through integration of master's level nurse competencies.

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## MSN 7863 - Practicum in Nursing Education - 3 credits

This practicum experience expands and refines the analytical and organizational competencies necessary for the nurse educator role. Paired with a preceptor and under the direction of faculty, the student obtains a fuller perspective of what nurse educators achieve in academic and clinical settings. Assignments from earlier courses create a basis for an education project within the agency. Learning opportunities provide the student with access to selected settings, clinical exposures, laboratory exercises, simulation, faculty/agency meetings and organization activities. As part of the practicum experience students are expected to develop clinical proficiency through the use of focused and sustained clinical experiences ( 130 hours).

## MSN 7873 - Practicum in Nursing Administration - 3 credits

This practicum experience expands and refines the analytical, leadership and organizational management competencies related to the nurse administrator role. Paired with a nurse leader acting as a manager/administrator in a selected care environment, the student focuses on gaining a full perspective of the current and evolving organizational leadership role, with a focus on quality, risk management and processes of managing health care delivery. The student attends agency organization and management meetings and takes responsibility for the design, coordination and management of a health care project appropriate to the student's chosen population and practice setting ( 130 hours).

## MSN 7982 - Capstone Seminar - 2 credits

The capstone seminar allows students to apply skills acquired in their master's course work and collaborate with faculty to design a specific clinically based administrative or educational project. Using critical analysis of the practice setting needs, students use theory and evidence-based strategies to develop and implement a scholarly project. The final product, appropriate to the advanced practice role focus, includes an abstract, a presentation and a poster suitable for a conference. Students present their capstone projects in their practicum settings.

## Special Education (SPE)

## SPE 6810 - Understanding Autism Spectrum Disorder - 3 credits

This course presents an overview of the historical and theoretical foundations of Autism Spectrum Disorder (ASD) including research regarding the causes, current diagnostic criteria, prevalence, and impact on learning and behavior. Participants will be provided with

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specific knowledge of the characteristics of individuals identified on the Autism Spectrum including those identified with Autism, Asperger Syndrome, and Pervasive Developmental Disorder Not Otherwise Specified (PDDNOS) under previous diagnostic criteria (i.e. DSM-IVTR).

## SPE 6820 - Effective Educational \& Behavioral Strategies Designed to Instruct Students with Challenging Behaviors - 3 credits

This course is designed to train teachers of students with special educational needs who exhibit severe and challenging behaviors with an emphasis on prevention, assessment, and intervention. Using differentiated instructional strategies, assistive technology, and assessment candidates will develop units of study using strategies designed to engage and instruct students with challenging behaviors. Participants will be provided with an overview of strategies to increase students' communication and academic abilities in school and at home. Evidence-based interventions and best practice for instructional programming for students with autism spectrum disorders will be emphasized.

## SPE 6830 - Autism Spectrum Disorder: Diagnosis and Assessment - 3 credits

This course is designed to provide participants with the skills necessary to plan and conduct assessments for students on the Autism Spectrum in the classroom or in the home. Emphasis is placed on assessing a student's level of involvement, determining baseline data, and monitoring progress. Interpretation and evaluation of data from on-going psychometric assessments, progress monitoring, and behavior modification methods and strategies will be discussed. Participants will be provided opportunity to develop a functional behavioral assessment and implement a behavior plan. Course content will be integrated into the required 150 hour full-semester field based experience practicum.

## SPE 6840-Meeting the Needs of Students with Autism: A Collaborative Approach - 3 credits

This course explores the roles of educational and medical professionals and related service providers involved in the diagnosis, education, and treatment of students on the autism spectrum. The legal and ethical issues facing the professionals in the human service fields will be discussed. Staff building and collaboration with IEP Team members, parents/caregivers, and medical professionals will also be addressed. Candidates will increase their knowledge and experience required to collaborate with families with ASD members and their communities. Course content will be integrated into the required 150 hour full-semester field based professionals in the human service fields will be discussed. Staff building and collaboration with IEP Team members, parents/caregivers, and medical professionals will also be addressed. Candidates will increase their knowledge and

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experience required to collaborate with families with ASD members and their communities. Course content will be integrated into the required 150 hour full-semester field based experience practicum.

## SPE 6845 - Practicum \& Seminar in Autism Spectrum Disorders - 3 credits

This course requires a 150 hour practicum of supervised observation and participation with a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism. Teachers who can demonstrate at least one year of teaching experience working with students with autism shall complete 75 hours of field-based experience working with students with autism in any type of school setting, including at least 50 of which shall take place in an inclusive setting in lieu of meeting the field requirements of 150 hours. Monthly seminar meetings will allow candidates to discuss issues, concerns, and trends in the field of ASD. Seminar sessions will be supplemented by regular meetings with program supervisors and supervising practitioners who will observe, mentor, and collaborate with candidates in field based settings. Candidates will be provided with opportunities to interact and collaborate with professionals working with students with ASD through a variety of course assignments. The field experience will provide candidates with exposure to students with ASD in both inclusive settings and specialized programs and give them the opportunity to observe, assess, and deliver specialized instruction to students with ASD. This course is designed to be a cumulating experience for students to apply their knowledge and skills into real world, research-infused practice.

## SPE 6910-Foundations and Implementation of Transition Education and Services-3 credits

This course will explore the historical foundations of the transition movement including State and Federal transition related legislation and policies for providing transition services at the local level. This course will also explore evidence-based transition practices including college and career readiness practices. Additionally, the course provides an introduction to various topics related to transition planning including identifying the skills necessary for postsecondary success and the various models for the role of Transition Specialists.

## SPE 6920 - Effective Collaboration with all Stakeholders - 3 credits

This course focuses on models and strategies for collaboration among students and families in IEP development, transition education and services, and support networks. The Transition Specialist's roles and responsibilities as a collaborative consultant will be explored. Participants will have the opportunity to develop partnerships with employers, institutes of higher education, public agencies, and community service agencies.

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## SPE 6930 - Individual Transition Assessment and System Evaluation - 3 credits

This course introduces participants to a variety of approaches to assess student interest, strengths, preferences, and needs in order to provide appropriate, individualized, and meaningful transition services. Participants will be provided with the foundational background and opportunities to practice developing individualized transition assessments that will lead to appropriate and measurable postsecondary goals that address educational, employment, independent living needs, and social, communication and functional skills.

## SPE 6940 - Developing Transition Systems and Supports - 3 credits

This course provides students with an overview of the components of the transition systems and supports involved in providing services to students in order to prepare them for life after high school. Included are those systems and supports that address the unique needs, strengths, interests, and preferences of a range of students with disabilities. The overarching goal of this course is to provide participants with a broad understanding of methods to develop evidence-based transition-specific materials and curricula that promote selfdetermination and self-advocacy.

## SPE 6945 - Practicum \& Seminar in Transition Specialist - 3 credits

This course requires a supervised 150 -hour field-based experience that includes providing transition services for transition-aged students with disabilities who have IEP's, in collaboration with their families, community members, and other relevant professionals. A minimum of 100 hours of field-based experience shall be completed within a Massachusetts public school, approved private special education school, or educational collaborative. The remaining 50 hours must be completed in a community-based setting working with transition age youth in order to gain experience assisting youth transition from school to adult life. Monthly seminar meetings will allow candidates to discuss issues, concerns, and trends in the field of transition services and supports for students with special needs. Regular meetings with program supervisors will supplement seminar sessions and supervising practitioners, who will observe, mentor, assess, and collaborate with candidates in field-based settings.

## Financial Information

## Financial Information

## EXPENSES

## Curry College

The total cost of a higher education today is only partially met by tuition and other fees charged by an independent college. To keep these costs at a reasonable level and still provide a quality-individualized education, it is necessary that colleges obtain additional funding from various outside sources. At Curry College these sources include the College's investment of its own endowment funds; gifts from friends, foundations, corporations, alumni, parents, and other donors; and, to a limited extent, federal and state funds.

| UNDERGRADUATE CHARGES FOR TWO SEMESTERS | COMMUTING STUDENTS | RESIDENT <br> STUDENTS |
| :---: | :---: | :---: |
| Full-Time Tuition | \$43,670 | \$43,670 |
| Standard Room Rate (multiple occupancy) |  | \$9,950 |
| Standard Room Rate (single occupancy) |  | \$12,635 |
| Suites Rate (multiple occupancy) |  | \$12,625 |
| SCRH (multiple occupancy) |  | \$12,625 |
| SCRH (single occupancy) |  | \$15,295 |
| Bell Hall (multiple occupancy) |  | \$11,805 |
| Bell Hall (single occupancy) |  | \$14,455 |
| Food Plan Options <br> 17 meals per week <br> 14 meals per week |  | $\begin{aligned} & \$ 8,480 \\ & \$ 7,650 \end{aligned}$ |
| Comprehensive Fee - full time students | \$2,150 | \$2,150 |
| Comprehensive Fee - students enrolled less than full-time | \$484 | \$484 |
| PAL Fee/Credit Bearing (if applicable) | \$8,010 | \$8,010 |
| PAL Fee/Non-credit bearing (if applicable) | \$7,825 | \$7,825 |

## Curry College

| UNDERGRADUATE CHARGES FOR TWO <br> SEMESTERS | COMMUTING <br> STUDENTS | RESIDENT <br> STUDENTS |
| :--- | :--- | :--- |
| PAL Supportive Fee (if applicable) | $\$ 4.215$ | $\$ 4,215$ |
| New Student Orientation Fee | $\$ 400$ | $\$ 400$ |

Charges are due and payable in two installments. A non-refundable $\$ 300$ Room Deposit for all returning residents is due each spring to secure a space on campus for the ensuing year. First and second semester tuition, mandatory fees, and if applicable, room and board, payments are due for the Fall and Spring semester respectively by the dates and in the amounts specified in the semester invoice. Payments received after the due dates are subject to late fees.

## Continuing Education and Graduate Charges

Please call the Division of Continuing and Graduate Studies at (617) 333-2364 to inquire about tuition rates, which vary by program.

## Student Health Insurance Plan

The Commonwealth of Massachusetts requires colleges and universities to provide a Student Health Insurance Plan (SHIP) with minimum statutory levels of coverage. Curry College provides this coverage to all students who are enrolled in at least $75 \%$ of the full time curriculum. Unless an insurance waiver is completed by the specified due date, insurance will be provided by the College. The rate for the 2023-2024 year is $\$ 3,621$ for the full year and \$2,111 for spring admits.

For additional information on the Curry College sponsored student health insurance plan, or to complete a waiver online, visit https:// www.universityhealthplans.com/Curry.

## Important Health Insurance Note for students enrolling in the summer 2024 semester:

Students continuing enrollment in the summer semester and who purchased health insurance through the College during fall 2023 or spring 2024 may be charged an additional amount not yet determined, on their student account to extend coverage through the end of the summer semester.

Note: Please check the Curry website www.curry.edu/tuitionandfinancialaid as updates of costs will be posted once available.

# PLEASE NOTE TO WAIVE HEALTH INSURANCE, YOU MUST HAVE COMPARABLE COVERAGE WITH AN AGENCY BASED IN THE UNITED STATES. OUT OF STATE MEDICAID COVERAGE IS NOT COMPARABLE COVERAGE NOR ARE TRAVEL INSURANCE POLICIES. AS A RESULT, YOU CANNOT WAIVE THE COLLEGE'S INSURANCE BASED ON THIS TYPE OF COVERAGE. STUDENTS WHO WOULD LIKE TO ENROLL IN THE STUDENT HEALTH INSURANCE PLAN MAY COMPLETE THE ENROLLMENT FORM LOCATED AT WWW.UNIVERSITYHEALTHPLANS.COM/CURRY. 

## Room Rate

This charge provides a room assignment to one of the College residence halls. The room rate is assessed based on your assignment to a specific building or room or any room or building changes you request. As a result, your initial fall semester bill may change once your room assignment is finalized.

Important note: The dining facility and all residence halls are closed during official College vacations, and meals and rooms are not provided during these vacations.

## Housing Deposits

Students who want to secure on campus housing must make a housing deposit of $\$ 300$.

## Entering Students:

All entering students make the housing deposit at the time of depositing for admission and it is included in the $\$ 500$ resident student deposit (entering students who will be commuting make a $\$ 200$ deposit at the time of admission). Questions about the admission deposit process should be directed to the Admissions Office.

## Continuing Students:

A $\$ 300$ housing deposit is required to secure on-campus housing. For more information about the housing deposit and room selection process, log in to myCurry and review the information under the Student Life tab.

## Comprehensive Fee

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The Comprehensive Fee allows the College to offer a variety of co-curricular, co-academic and support services to traditional students to enhance their academic and student life experiences while enrolled at Curry.

## Orientation Fee

An orientation fee is required of all new students to cover the cost of the summer and fall orientation programs. This is a fixed fee for all new students and supports transitional programming for New Students at the beginning of each semester.

## Parking Fee

There is a parking fee for resident students and students who live off campus who use the College parking facilities. The College reserves the right to revoke the parking privileges of any student who does not comply with the parking and traffic regulations. These regulations are included in the Curry College Motor Vehicle Code, available from the Public Safety Office.

## Tuition Insurance

Each year thousands of college students are unable to complete classes for the semester due to unforeseen medical issues such as illness, accidents, or mental health related issues. Unfortunately, in many cases these families are unable to recoup their tuition dollars. At Curry College, depending on the timing of the withdrawal, there may be circumstances where you may not be eligible to receive a refund of your tuition and fees. We understand that these types of situations can be a financial hardship for many families. Therefore, we are pleased to make available an optional Tuition Refund Insurance Plan.

Tuition Refund Insurance can help refund your tuition, fees, and room/board charges, up to the policy limits, if you are unable to complete the semester due to a covered medical reason such as an illness, accident, or mental health issue. This insurance program complements and enhances our school's refund policy and we believe families will benefit from this added protection. Visit www.gradguard.com/curry for more information.

## Undergraduate Credit Hour Tuition Charges

The additional tuition charge for each course credit over 18 in any one semester is $\$ 1,456$. The tuition charge for each credit of a total course load below 12 credits in any one semester is $\$ 1,456$. Students paying full-time tuition and enrolled full-time are allowed to sit in on other courses without credit, if space is available. All course fees must be paid.

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## Credit Hour Tuition Charges for Overloads: Enrolling in more than 18 credits

The additional tuition charge for each registered credit over 18 in any one semester is $\$ 1,456$. This applies to but is not limited to any course, lab, internship, independent study, etc. which places the student in more than 18 credits in the semester.

## Private Music Instruction

There is a fee for private lessons. For a schedule of charges, consult the Visual \& Performing Arts Coordinator.

## Laboratory and Workshop Fees

Some individual Curry College courses include associated fees; please see the course descriptions for details. The fees cover costs of materials and equipment upkeep.

## Tuition for Non-Matriculating Students

Non-degree students register through Curry's Division of Continuing and Graduate Studies. Please call the Division of Continuing and Graduate Studies at (617) 333-2364 to inquire about tuition rates, which vary by program. Non-degree students may audit Continuing Education or Graduate courses on a space available basis. Auditors are subject to full tuition and fees for the course and must be formally registered.

## Graduation Fee

At the time of graduation, all Continuing Education and Graduate students will be assessed a one-time fee of $\$ 50$. This fee is intended to defray some of the expenses associated with the printing and mailing of diplomas.

## Charges for Non-Classroom Learning Credit

## Field Experiences

The normal per credit tuition rates apply to all Field Experience courses taken at the College.

## Life Experience Credit

An evaluation fee will be charged only for credit granted by the Committee on Equivalent

## Curry College

Education for past life experiences that are equivalent to college-level work. The evaluation fee will be charged at $\$ 75$ per credit. Please note: these credits cannot be included when your financial aid eligibility is being determined.

## Proficiency Evaluation

An evaluation fee will be charged at $\$ 75$ per credit hour. Please note: these credits cannot be included when your financial aid eligibility and enrollment for federal loan deferment is being determined.

## Good Financial Standing

All tuition and fees are payable on the date specified prior to the opening of each semester. Any student who fails to settle all outstanding balances is at risk for losing the semester's course schedule and, if applicable, their housing assignment. Additionally, the student may not check in at the start of the semester nor depart for study abroad/exchange programs, register for or attend classes, participate in student activities including athletics, utilize campus facilities such as the Fitness Center, be provided transcript service, receive grade reports, or be granted a degree. The student is responsible for any collection costs incurred by the College in collecting past due balances. Students must be in Good Financial Standing to participate in all Curry College programs and activities included but not limited to participation as an athlete, resident assistant, student government leader, and club member. To be in Good Financial Standing, a student must have settled their student accounts for all balances currently due. A student's account is considered "settled" when it is either paid or covered by one or a combination of the following:

- Pending financial aid, including alternative loans, with no outstanding paperwork or other issues remaining. Funds must be approved by the lender to be disbursed directly to the College at a specific future date.
- A current and up-to-date payment plan established through Curry's third- party servicer, which allows payments to be spread over the course of the academic year.


## Billing Statements

Electronic Bills are available via the myCurry portal. Students must complete an e-consent form (which can be found online through the myCurry portal under the Finances tab) to receive electronic notification of the availability of the bill. Students are strongly encouraged to give the bill payer access to their electronic bill by granting them permission to view their financial matters on the myCurry portal for families. See instructions below. It is the student's responsibility to notify Curry's Registrar's Office promptly of any change in

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address. Fall semester bills are generally available to view in mid-June. Spring semester bills are generally available to view in mid-November. Each bill is due in full within 30 days of the billing date and prior to the start of the semester.

Students can view their current bill online by logging onto their myCurry account through the portal at

- curry.edu
- clicking on the finances tab
- clicking on the student account invoice

New transactions may take up to 24 hours to appear online.
The college will adhere to the requirements of and comply with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103.

The college permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 of this title.

The college ensures that the educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

## Instructions for Family myCurry Portal

A student can select who, if anyone, they wish to provide access to see their financial matters online or discuss with a representative of the Office of Student Financial Services by changing the family member's access from "no" to "yes" for each individual family member under the myFamily link of the myInfo tab of the student's myCurry account.

Note: you can change access rights at any time by returning to the myFamily access link.

## To Notify Curry About Errors in Your Student Account

If you believe your bill contains an error or you wish to dispute any item contained on it, describe the nature of your dispute in writing and mail it to Curry College, Attn: Student Financial Services, 1071 Blue Hill Avenue, Milton, MA 02186 or email to

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studentaccounts@curry.edu. Contact us in writing as soon as possible to preserve your rights. We must hear from you in writing no later than 60 days from the time that we sent you the first bill on which the error or problem occurred. Please provide the following information in your letter:

1. Your name and student ID number
2. The dollar amount of the suspected error
3. Describe the error in as much detail as you can, explaining why you believe there is an error.

After we receive your written notice, we will acknowledge your letter within seven days. Within 14 days from the receipt of your letter, we will either correct the error, or explain our findings to you.

## Pending Financial Aid Payments

Students must complete and return all additional documentation, verification, corrections and/or new information requested by Curry's Office of Student Financial Services or the outside agency to which an application was submitted. Financial aid awards will not be posted to a student's account if any paperwork is missing. If paperwork remains outstanding, the financial aid may be forfeited and the student will remain responsible to pay any amounts that would have been covered by the financial aid.

The College reserves the right to decline to register or to continue the registration of any student whose presence it regards as detrimental to the general welfare of the College.

## Credit Balances and Refunds

If your cash payments and financial aid, including any disbursements of Federal Title IV funds such as Federal Pell Grants or Federal Direct Loans, create a credit balance on your student account, we will retain these credits on your student account to be used against the charges of future terms of enrollment within the same academic year, only if you complete a Credit Balance Authorization Form (CBA Form). Otherwise, a refund, payable to the student, will be either electronically transferred to your bank account* or a check will be mailed to your permanent address according to the timeframe established by the federal government. Note: checks are not available for pick-up and can take up to 14 days after your refund is processed to arrive.

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*All students are urged to register with Nelnet, the College's electronic refund partner to provide you with faster access to your money. There is NO FEE for this service. To register for E-refunds:

- Log into your myCurry account.
- Click on Account Invoice, under the Finances tab (myFinances for Continuing Education/Graduate students).
- Click on the Nelnet link - located at the bottom of the invoice.
- You will be brought to the Nelnet website to create an account. Your account will be prepopulated with information from your Curry student account. Click NEXT.
- Each time you log in going forward, this will be your Nelnet account home screen.
- Click on Manage Refunds to update banking information.
- Confirm your information is correct, including student ID. Click Next.
- Select "Bank Account/Direct Deposit".

Note: If you do not select a refund method, a check will be sent to your permanent address (on file with the College) via first class mail and it will take approximately 14 days to arrive from the date your refund request is processed. It is crucial that you keep your permanent address current with Curry College.

- Enter your banking information.
- Click Save after entering the information


## Student Refund of Credit Balances

You may request a student refund for any portion of any credit balance on your student account even if you have filed a CBA Form (see "credit balances" previously). Refunds will only be issued for actual credit balances and will not be issued based on "pending" payments. A student refund normally requires approximately two weeks to process. All student refunds will be made payable to the student except in cases where the credit is based solely on a federal loan to the parent and the parent has not consented to the student receiving the refund. Students may request the refund online through their myCurry account.

- Once logged in go to the finances tab (myFinances tab for Continuing Education/Graduate students)


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- Click on refund request

Students can request a direct deposit of any credit balance directly into their bank account. Students sign up for direct deposit of their refund through their myCurry account, Finances tab, on the portal.

Please be aware that institutional based financial aid funds will not post to your student account until approximately one week after that semester's Add/Drop deadline. Refer to the Academic Calendar for Add/Drop dates.

## Bookstore Vouchers

You may request a Bookstore Voucher up to the amount of your expected credit balance, including pending financial aid payments. Students must have a Credit Balance Authorization Form (CBA) on file to be eligible for a voucher. However, pending Nelnet monthly payment plan payments will not be considered for this purpose. The vouchers may be used to purchase textbooks and supplies in the Campus Bookstore. All vouchers expire 30 days from the date of issue. Unused voucher amounts will be returned to your student account within 60 days of their expiration date.

You may request a Bookstore Voucher by:

- Logging into your myCurry account
- Click on the finances tab (myFinances tab for Continuing Education/Graduate students)
- Click Bookstore Voucher request


## TRADITIONAL UNDERGRADUATE REFUND SCHEDULE

Entering student deposits for fall semester 2023 are refundable up to May 1, 2023.
Prior to the day of check-in, a student who officially withdraws from the college, is eligible to receive a $100 \%$ refund on tuition and certain other fees.

## SHOULD A STUDENT BE SUSPENDED FROM THE COLLEGE, HE/SHE WILL NOT RECEIVE A REFUND AND WILL REMAIN RESPONSIBLE FOR THE FULL COST OF TUITION AND FEES FOR THE SEMESTER THEY WERE SUSPENDED.

Room and board charges, possible refunds and contract termination charges are discussed below in "Housing Policy and Room and Board Agreement". The refundable percentage of tuition declines as of the day of check in as described below:

## Curry College

| NEW AND TRANSFER STUDENTS |  | RETURNING STUDENTS |  |
| :--- | :--- | :--- | :--- |
| Withdrawal during the First Week | $90 \%$ | Withdrawal during the First Week | $90 \%$ |
| Second Week | $80 \%$ | Second Week | $50 \%$ |
| Third Week | $80 \%$ | Third Week | $50 \%$ |
| Fourth Week | $70 \%$ | Fourth Week | $25 \%$ |
| Fifth Week | $60 \%$ | Fifth Week | $25 \%$ |
| Sixth Week | $60 \%$ | Sixth Week | $25 \%$ |
| Seventh Week | $50 \%$ | Seventh Week | $25 \%$ |
| Eighth Week | $40 \%$ | Thereafter | $0 \%$ |
| Ninth Week | $40 \%$ |  |  |
| Thereafter | $0 \%$ |  |  |

Prior to the day of check-in, a student who officially withdraws from the college, will have 100\% of all Tuition Assistance (TA) funds returned to the Military Department that issued the benefits. The returnable percentage of tuition assistance benefits declines as of the day of Check In as described below:

## Curry College

| Withdrawal during the First Week | $90 \%$ |
| :--- | :--- |
| Second Week | $80 \%$ |
| Third Week | $80 \%$ |
| Fourth Week | $70 \%$ |
| Fifth Week | $60 \%$ |
| Sixth Week | $60 \%$ |
| Seventh Week | $50 \%$ |
| Eighth Week | $40 \%$ |
| Ninth Week | $40 \%$ |
| Tenth Week | $40 \%$ |
| Thereafter | $0 \%$ |

## GRADUATE COHORT REFUND SCHEDULE

GRADUATE COHORT STUDENTS

## Curry College

| Withdrawal during the First Week | $90 \%$ |
| :--- | :--- |
| Second Week | $50 \%$ |
| Third Week | $50 \%$ |
| Fourth Week | $50 \%$ |
| Fifth Week | $50 \%$ |
| Sixth Week | $50 \%$ |
| Seventh Week | $50 \%$ |
| Thereafter | $0 \%$ |

## ACCELERATED NURSING COHORT REFUND SCHEDULE

| ACCEL COHORT STUDENTS |  |  |
| :--- | :--- | :--- |
| Withdrawal during the First Week | $90 \%$ |  |
| Second Week | $50 \%$ |  |
| Third Week | $50 \%$ |  |
| Fourth Week | $25 \%$ |  |
| Fifth Week | $25 \%$ |  |
| Sixth Week | $25 \%$ |  |
| Seventh Week | $25 \%$ |  |
| Thereafter | $0 \%$ |  |

## CONTINUING EDUCATION UNDERGRADUATE REFUND SCHEDULE

## Curry College

| CONTINUING EDUCATION STUDENTS |  |  |
| :--- | :--- | :--- |
| Withdrawal during the First Week | $75 \%$ |  |
| Second Week | $50 \%$ |  |
| Thereafter | $0 \%$ |  |

## HOUSING POLICY AND ROOM \& BOARD AGREEMENT

The Room and Board Agreement is binding for the entire academic year. Room and board charges do not fall under the tuition and fees refund schedule, but as follows:

## Request to Terminate Room \& Board Agreement Based upon Student's Withdrawal from College

If after signing the Room \& Board Agreement a student decides to withdraw from the College, the student must notify the Office of Residence Life \& Housing in writing. The College, in its sole discretion, can determine if the notice of withdrawal results in the termination of the Room \& Board Agreement. If the College determines that a student's withdrawal from the College terminates the Room \& Board Agreement, the student will be responsible to pay the following to the College:

## TERMINATION FEE SCHEDULE

All housing deposits are non-refundable and non-transferable, regardless of the time of, or reason for, the termination of this Agreement.

The amount the student is responsible to pay will consist of pro-rated charges based on the date the Agreement is deemed terminated, plus a termination fee. The amounts the student is responsible to pay will be charged to the student's account with the College. The student bears the obligation to pay those amounts.

This Fee Schedule does not apply to students who no longer live in the residence hall because of conduct and/or disciplinary issues. Please see the Termination of Room \& Board Agreement Based on Student Conduct section for further information.

## PRO-RATED ROOM \& BOARD CHARGES AND TERMINATION FEE WHERE TERMINATION OF AGREEMENT OCCURS DURING THE FALL SEMESTER AND STUDENT IS A NEW OR TRANSFER STUDENT:

## Curry College

| DATE OF <br> TERMINATION FALL <br> SEMESTER  | PERCENTAGE OF ROOM AND BOARD STUDENT IS RESPONSIBLE TO PAY | AMOUNT OF TERMINATION FEE |
| :---: | :---: | :---: |
| First Week | 10\% | \$2,000 |
| Second Week | 20\% | \$2,000 |
| Third Week | 20\% | \$2,000 |
| Fourth Week | 30\% | \$2,000 |
| Fifth Week | 40\% | \$2,000 |
| Sixth Week | 40\% | \$2,000 |
| Seventh Week | 50\% | \$2,000 |
| Eighth Week | 60\% | \$2,000 |
| Ninth Week | 60\% | \$2,000 |
| After Ninth Week | 100\% | \$1,000 |

PRO-RATED ROOM \& BOARD CHARGES AND TERMINATION FEE WHERE TERMINATION OF AGREEMENT OCCURS BEFORE THE FALL SEMESTER AND STUDENT IS A RETURNING STUDENT:

| DATE OF <br> TERMINATION FALL <br> SEMESTER  | PERCENTAGE OF ROOM AND BOARD STUDENT IS RESPONSIBLE TO PAY | AMOUNT OF TERMINATION FEE |
| :---: | :---: | :---: |
| Prior to June 1, 2022 |  | [None] |
| June 1 - June 29 |  | \$500 |
| June 30 - July 15 |  | \$700 |

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| DATE OF <br> TERMINATION FALL <br> SEMESTER | PERCENTAGE OF ROOM AND BOARD <br> STUDENT IS RESPONSIBLE TO PAY | AMOUNT <br> TERMINATION <br> FEE |
| :--- | :--- | :--- |
| July 16 - July 31 |  | $\$ 1,000$ |
| August 1- August 15 |  | $\$ 1,500$ |
| August 16 - Check-In <br> Day |  | $\$ 2,000$ |
| Fall Semester | $10 \%$ | $\$ 2,000$ |
| First Week | $50 \%$ | $\$ 2,000$ |
| Second Week | $50 \%$ | $\$ 2,000$ |
| Third Week | $75 \%$ | $\$ 2,000$ |
| Fourth Week | $75 \%$ | $\$ 2,000$ |
| Fifth Week | $75 \%$ | $\$ 2,000$ |
| Sixth Week | $75 \%$ | $\$ 2,000$ |
| Seventh Week | $100 \%$ |  |
| After Seventh Week |  |  |

PRO-RATED ROOM \& BOARD CHARGES AND TERMINATION FEE WHERE TERMINATION OF AGREEMENT OCCURS DURING THE SPRING SEMESTER AND STUDENT IS A NEW OR TRANSFER STUDENT IN THE SPRING SEMESTER:

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| DATE OF TERMINATION <br> SPRING SEMESTER | PERCENTAGE OF ROOM AND BOARD <br> STUDENT IS RESPONSIBLE TO PAY | AMOUNT OFRMINATION <br> FEE |
| :--- | :--- | :--- |
| First Week | $0 \%$ | $\$ 1,000$ |
| Second Week | $20 \%$ | $\$ 1,000$ |
| Third Week | $20 \%$ | $\$ 1,000$ |
| Fourth Week | $30 \%$ | $\$ 1,000$ |
| Fifth Week | $40 \%$ | $\$ 1,000$ |
| Sixth Week | $50 \%$ | $\$ 1,000$ |
| Seventh Week | $60 \%$ | $\$ 1,000$ |
| Eighth Week | $60 \%$ | None] |
| Ninth Week | $100 \%$ | $\$ 000$ |
| After Ninth Week |  |  |

PRO-RATED ROOM \& BOARD CHARGES AND TERMINATION FEE WHERE TERMINATION OF AGREEMENT OCCURS UPON STUDENT'S WITHDRAWAL, DURING SPRING SEMESTER AND STUDENT IS A RETURNING STUDENT:

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| DATE OF TERMINATION SPRING SEMESTER | PERCENTAGE OF ROOM AND BOARD STUDENT IS RESPONSIBLE TO PAY | AMOUNT OF TERMINATION FEE |
| :---: | :---: | :---: |
| First Week | 10\% | \$1,000 |
| Second Week | 50\% | \$1,000 |
| Third Week | 50\% | \$1,000 |
| Fourth Week | 75\% | \$1,000 |
| Fifth Week | 75\% | \$1,000 |
| Sixth Week | 75\% | \$1,000 |
| Seventh Week | 75\% | \$1,000 |
| After Seventh Week | 100\% | [None] |

## PRO-RATED ROOM \& BOARD CHARGES AND TERMINATION FEE WHERE TERMINATION OF AGREEMENT OCCURS DURING THE SUMMER SEMESTER AND STUDENT IS A STUDENT IN THE SUMMER SEMESTER SHOULD SEE STUDENT FINANCIAL SERVICES FOR THE REFUND SCHEDULE.

Request to Terminate Room \& Board Agreement for Reasons Other Than Withdrawal or Dismissal from the College

Residents who wish to terminate the Room \& Board Agreement for any reason other than withdrawal or dismissal from the College must receive prior written permission from the College, through the Director of Residence Life \& Housing or other designees to terminate Agreement. A resident may request permission to terminate this Agreement by completing and submitting a request to terminate the housing Room \& Board Agreement to the Office of Residence Life \& Housing.

## Termination of Room \& Board Agreement Based on Student Conduct

Resident students dismissed from college housing or the college due to conduct issues will remain responsible for their housing room \& board charges as follows:

## Removed from College Housing

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Should a student be removed from college housing during the term of the Room $\&$ Board Agreement, they will remain responsible for the full room and board charges for the full academic term of the Room \& Board Agreement, even if the student is removed during the first semester of the two semester term.

## Suspended from the College

Should a student be suspended from the College during the term of the Room \& Board Agreement, they will remain responsible for the full room and board charges for the current semester when they are suspended. If suspension is during the first semester of the academic term, in addition to the above, the student will be billed, at the time of suspension, a $\$ 1,000$ termination fee for the second semester.

For more details, please refer to the Housing Policy and Room \& Board Agreement, which can be found under the Residence Life section.

## Return of Title IV Funds

Any student who withdraws from all classes officially or unofficially, is suspended or administratively withdrawn or takes an approved leave of absence, but attended the institution for at least one day during the semester and received or was eligible to receive federal financial aid, is subject to a Return of Title IV Funds calculation. This calculation is mandated by the federal government. Any student who receives Title IV funds will be subject to this policy.

The calculation is determined in the following manner. The College must calculate the percentage of financial aid that a student has "earned" during the semester. This is calculated by dividing the number of days the student attended by the number of days in the semester. Refund calculations for students attending 8 -week classes only will be based upon the term(s) scheduled to be attended.

Students who remain enrolled through the $60 \%$ point of the semester are considered to have earned $100 \%$ of their financial aid and will not owe a repayment of the Title IV funds. Title IV funds include: Federal Pell Grants, Federal SEOG, Federal Direct Stafford Subsidized or Unsubsidized Loans, Federal Perkins Loans, TEACH Grants and Federal Direct PLUS Loans. Federal Work Study is excluded from this calculation. Even though a student may be eligible to retain his/her financial aid after the 60\% point, enrollment is reported to the National Clearinghouse on a monthly basis and may affect the grace period on your loans. The calculation will be done within thirty days of a student's withdrawal from the College. You will be notified in writing of any adjustments to your financial aid. If the College is required to return any of the Title IV funds that a student received, it may result in an amount owed

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by the student to the College. Failure of the student to return funds to the federal financial aid programs in a timely manner may result in the student being ineligible to receive future financial aid.

## Return of Commonwealth of Massachusetts Funds

Any student who withdraws from all classes or takes an approved leave of absence, but attended the institution for at least one day during the semester and received or was eligible to receive Commonwealth of Massachusetts's funds is subject to a state withdrawal calculation.

## FINANCIAL AID

Curry College recognizes the need on the part of some students for financial assistance to meet the cost of higher education. Each student applying for financial aid must file the Free Application for Federal Student Aid (FAFSA) specifying Curry College as a recipient (school code \# 002143). The student is also required to provide Curry's Student Financial Services Office with any other documents or information requested by the Student Financial Services Office. Please refer to the College's website for a checklist of documents required.

## Student Responsibilities

It is your responsibility to:

- Complete the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov in order to have eligibility determined for and receive a financial aid award that includes federal grant, loan or work-study assistance. (Curry College's school code \# is 002143). • Review and consider all information about the College's programs before you enroll.
- File your FAFSA as early as possible to meet the priority deadline of March 1 for new admissions or April 15 for returning students. Errors can delay your receiving financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties including fines and imprisonment under the U.S. Criminal Code.
- Return all additional documentation, verification, corrections, and/or new information requested by either the Student Financial Services Office or the agency to which you submitted your application.
- Read and understand all forms that you are asked to sign and keep copies of them.


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- Accept responsibility for all agreements that you sign including but not limited to loan promissory notes.
- If you have a loan, notify the lender of any changes in your name, address, or College enrollment status and complete all loan exit counseling requirements.
- Perform in a satisfactory manner, the work that is agreed upon in accepting a Federal Work-Study award.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the College's refund procedures.
- Maintain satisfactory academic progress in accordance with the standards in the Financial Aid Satisfactory Academic Progress Policy.


## Students Financial Aid Rights

Keep yourself informed about:

- What financial assistance is available, including information about all federal, state, and institutional financial aid programs.
- What the deadlines are for submitting applications for each of the financial aid programs available.
- What the cost of attendance is, and what the policies are on refunds to students who withdraw, take a leave of absence or are administratively or judicially removed from the College.
- What criteria are used to select financial aid recipients.
- How the College determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal and miscellaneous expenses, etc. are considered in your budget.
- What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need for financial aid.
- How much of your financial need, as determined by the institution, has been met.
- The various programs in your student aid package. You have the right to request reconsideration of the award which was made to you if your financial situation substantially changes after you filed your Free Application for Federal Student Aid (FAFSA).


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- What portion of the financial aid you receive must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total that must be repaid, the repayment procedures, the length of time you have to repay the loan, and when repayment is to begin.
- How the College determines whether you are making satisfactory progress, and what happens if you are not (see Satisfactory Progress to Degree Completion).
- Graduate students may apply only for loans.


## FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY

## Undergraduate Degree Students including Continuing Education Students

Whether enrolled on a full or part-time basis, all undergraduate and Continuing Education degree-seeking students must maintain Satisfactory Academic Progress (SAP) in order to receive financial aid. Satisfactory Academic Progress is defined as proceeding toward successful completion of degree requirements. Curry College has adopted the following SAP standards in accordance with U.S. Department of Education requirements. These SAP standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment at the College and to participate in varsity athletics can be found in the Academic Policies and Procedures section of the Curry College Catalog and on the College website. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress includes three standards of measurement:

1. Cumulative Grade Point Average (qualitative)
2. Credits Earned (quantitative)
3. Maximum Time Frame (length of study)

## Cumulative Grade Point Average (Qualitative)

In order to retain financial aid eligibility, all undergraduate and Continuing Education students must maintain a minimum cumulative grade point average based on the attempted number of credits:

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| ATTEMPTED CREDITS | MINIMUM CUMULATIVE GRADE POINT AVERAGE |
| :--- | :--- |
| 0 to 18.99 | 1.5 |
| 19 to 59.99 | 1.8 |
| 60 or more | 2.0 |

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

A student's cumulative GPA is based on graded credits only. Transfer courses, withdrawals, and incompletes are not included in a student's cumulative GPA.

## Credits Attempted versus Credits Earned (Quantitative)

All students must complete at least $67 \%$ of the credits which they attempted. The $67 \%$ is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned and a maximum of 180 credits. For example:

- A student who has attempted 30 credits should have success fully completed at least 20 of those credits.
- Full-time students typically must earn at least 20 credits per year. In other words, the student should have earned $1 / 6$ of the total number of credits required to complete the degree by the end of the first year, $2 / 6$ or 40 credits by the end of the second year, etc.


## Maximum Time Frame (Length of Study)

Students must complete all of their degree requirements within the maximum allowable time frame which cannot be longer than $150 \%$ of the published length of the program or the required number of credits of the student's degree program. Students enrolled full-time and earning a four-year degree are allowed up to six years or 180 attempted credits of financial aid eligibility to earn the 120 credits required for degree completion.

Regardless of whether a student is receiving financial aid during the time frame, semesters and credit hours are used toward the maximum time frame allowance. Once a student has exceeded the maximum time frame or 180 credits, the student will no longer be eligible for

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financial aid. If at any point within the course of their program, it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

## Satisfactory Academic Progress Reviews

All degree-seeking undergraduate students, including those enrolled through the Division of Continuing Education will be evaluated for Satisfactory Academic Progress at the end of the Spring semester as part of the College's regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the Registrar. Students who do not meet one or more of the SAP standards will become ineligible to receive financial aid and will be notified of their ineligibility by the Student Financial Services Office. A student may appeal the loss of financial aid by following the procedures outlined in the Regaining Financial Aid Eligibility section.

Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

For example: Students who end the spring semester on probation and choose not to appeal prior to the completion of the next period of enrollment are still required to appeal for SAP if seeking aid for future semesters. Furthermore, that next period of enrollment following the annual SAP review automatically becomes the semester in which a student will be rereviewed for SAP compliance.

Note: The summer semester is included as a period of enrollment.

## Regaining Financial Aid Eligibility

## Enrolling without Financial Aid

A student who is academically eligible to continue in their program may do so without financial assistance if they are able to settle their tuition account by using other financing options. A student may regain aid eligibility for future semesters by coming into compliance with the SAP requirements.

## The Right to Appeal

Eligibility for financial assistance may be regained in some cases by appeal. If the appeal is approved by the College, a student is eligible to enroll and receive financial assistance either on a Financial Aid Probation Status or an Academic Education Plan for their next semester of

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enrollment. A student may appeal no more than twice while attempting to earn a degree at the College.

## Appeal Process

A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Associate Vice President of Financial Aid, Director of Financial Aid, Registrar, Associate Vice President of Academic Affairs, Academic Success Coordinator, and a representative of the Continuing Education and Graduate Studies Office as appropriate.

Please note: these appeals are separate from academic appeals and appeals to participate in varsity athletics while on academic probation.

Grounds for filing a financial aid appeal may include a documented serious medical condition, death of an immediate family member, or an unusual circumstance that interfered with a student's performance.

A student, themselves, must submit the Appeal and include the reason for being unsuccessful in achieving satisfactory academic progress and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan to return to Satisfactory Academic Progress status. All supporting documentation should be included with the Appeal. Please submit the Appeal online via the MyCurry portal. Please note: Incomplete Appeal forms cannot be reviewed by the Appeals Committee. If you have questions regarding the Appeal process, please contact the Student Success Coordinator at SAP@curry.edu

## Appeal Outcomes

The College will notify students in writing of the outcome of their Appeal within two weeks after the Appeals Committee has reviewed the Appeal. All decisions of the Appeals Committee are final.

## Financial Aid Probation

If a student's Appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Probation status. Probation status may be granted if the student's failure to maintain SAP was due to an extraordinary circumstance beyond the student's control. A student who is placed on Financial Aid Probation status will temporarily regain financial aid eligibility for one successive payment period only.

A student will then be reevaluated at the end of that one semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester,

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the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

For example: If a student is placed on Probation at the end of the Spring semester, and chooses to attend the upcoming Summer semester their SAP status will be evaluated upon completion of the Summer semester. If the student meets the SAP standards at the end of the Summer grading period, they will remain eligible for financial aid for the Fall. If the student does not make Satisfactory Academic Progress at the end of the Summer semester, they will become ineligible for financial aid until such a time as they return to Satisfactory Academic Progress.

Students who are on Financial Aid Probation, but who elect not to attend during the Summer semester will be eligible to receive financial aid for the Fall semester and will be evaluated at the end of the Fall semester. If a student meets the SAP standards at the end of the Fall grading period, they will continue to remain eligible for financial aid for the Spring semester. If a student does not meet the SAP standards at the end of the Fall semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

## Academic Education Plans

As a result of a SAP Appeal review process, an Academic Education Plan may be developed with the student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance. The initial review of a student's SAP under the Academic Education Plan will take place at the end of the first semester that a student is enrolled under the Plan and thereafter annually at the end of the Spring semester as long as the student continues to meet the terms of their Plan. Failure to meet the standards of their Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

## Unapproved Appeals

The College will deny Appeals from students who would be unable to meet the SAP standards within the maximum time frame allotted for them to earn their degree.

## Financial Aid Satisfactory Academic Progress for Graduate Students Effective July 1, 2011

Whether enrolled on a full or part-time basis, all graduate students must maintain Satisfactory Academic Progress (SAP) to receive financial aid.

Curry College has adopted the following SAP standards in accordance with the U.S.

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Department of Education requirements. These SAP standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment at the College can be found in the Academic Policies and Procedures of the annual Curry College Catalog and on the College website. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress for Graduate students includes three standards of measurement:

1. Cumulative Grade Point Average (qualitative) and Minimum Grade Per Course
2. Credits Earned (quantitative)
3. Maximum Time Frame (length of study)

## Cumulative Grade Point Average (Qualitative)

In order to retain financial aid eligibility, all graduate students enrolled in a degree program must maintain a minimum cumulative grade point average of 3.0. If a student's GPA falls below 3.0, their financial aid eligibility will be reviewed.

## Minimum Grade in Each Course

The minimum passing grade in each graduate course is a B-. If a student receives a grade of $\mathrm{C}+$ or below in any course, this will result in a review of their financial aid eligibility.

## Credits Attempted Versus Credits Earned (Quantitative)

All students must complete at least $67 \%$ of the credits, which they attempted. The $67 \%$ is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned.

Attempted credits are those credits for which a student is registered at the end of the College's official add/drop period. Therefore, attempted credits include all graded courses and transfer courses, courses from which a student has withdrawn after the drop/add period (W), and courses for which a student receives an incomplete (IN). For example, a student who has attempted 18 credits must successfully complete at least 12 of those credits.

For a part-time student, satisfactory academic progress will be evaluated at the end of each semester and the student will also be required to complete the same $67 \%$ of their credits to be considered to be making satisfactory progress and to be eligible for financial aid.

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## Maximum Time Frame (Length of Study)

Students must complete all of their degree requirements within the maximum allowable time frame which cannot exceed $150 \%$ of the published length or the required number of credits of the program.

For example: If the published length of a full-time master's program is two years and the number of credits earned for the degree is 36 , the maximum time frame for completion is three years and the maximum credits attempted would be 54.

Regardless of whether a student is receiving financial aid during the time frame, all semesters and credit hours are used toward the maximum time frame. Once a student has exceeded the maximum time frame, the student will no longer be eligible for financial aid. If at any point within the course of their graduate program it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

## Satisfactory Academic Progress Reviews

All degree-seeking graduate students will be evaluated for Satisfactory Academic Progress (SAP) at the end of the Spring semester as part of the College's regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the Registrar.

Students who do not meet one or more of the SAP standards will become ineligible to receive financial aid and will be notified of their ineligibility by the Student Financial Services Office. A student may appeal the loss of financial aid by following the procedures outlined in the Regaining Financial Aid Eligibility section.

Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

For example: Students who end the spring semester on probation and choose not to appeal prior to the completion of the next period of enrollment are still required to appeal for SAP if seeking aid for future semesters. Furthermore, that next period of enrollment following the annual SAP review automatically becomes the semester in which a student will be rereviewed for SAP compliance.

Note: The summer semester is included as a period of enrollment.

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## Regaining Financial Aid Eligibility

## Enrolling without Financial Aid

A student who is academically eligible to continue in their graduate program may do so without financial assistance if they are able to settle their tuition account by using other financing options. A student may regain financial aid eligibility for future semesters by coming into compliance with the SAP requirements.

## The Right to Appeal

A student may attempt to regain financial aid eligibility by filing an Appeal if an extraordinary circumstance exists. If the Appeal is approved by the College, the student will be eligible to enroll and receive financial aid either on a Financial Aid Probation Status or on an Academic Education Plan for their next semester of enrollment. A graduate student may file an Appeal only once during their enrollment in a degree program at the College.

## Appeal Process

A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Associate Vice President of Financial Aid, Director of Financial Aid, Registrar, Academic Success Coordinator, a member of the Academic Dean's Office and as applicable, a representative from the of Continuing Education and Graduate Studies Office

Please note: these appeals are separate from academic appeals.
Grounds for filing a financial aid appeal must be due to an extraordinary circumstance such as a documented serious medical condition or death of an immediate family member that interfered with a student's performance.

A student, themselves, must file the Appeal and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan for returning to Satisfactory Academic Progress status. All appropriate supporting documentation should be included with the Appeal. Completed Appeals may be scanned and e-mailed, faxed or sent by U.S. mail to the committee. Please note: Incomplete appeal forms cannot be reviewed by the Appeals Committee. Please submit the Appeal online via the MyCurry portal. If you have questions regarding the Appeal process, please contact the Student Success Coordinator at SAP@curry.edu.

## Appeal Outcomes

The College will notify students in writing of the outcome of their Appeal within two weeks after the Appeals Committee has reviewed the Appeal. All decisions of the Appeals Committee are final.

## Financial Aid Probation

If a student's Appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Probation status. Probation status may be granted if the student's failure to maintain SAP was due to an extraordinary circumstance beyond the student's control. A student who is placed on Financial Aid Probation status will temporarily regain financial aid eligibility or one successive payment period only. A student will then be re-evaluated at the end of that one semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester, the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

For example: If a student is placed on Probation at the end of the Spring semester, and chooses to attend the upcoming Summer semester their SAP status will be evaluated upon completion of the Summer semester. If the student meets the SAP standards at the end of the Summer grading period, they will remain eligible for financial aid for the Fall. If the student does not make Satisfactory Academic Progress at the end of the Summer semester, they will become ineligible for financial aid until such a time as they return to Satisfactory Academic Progress.

Students who are on Financial Aid Probation, but who elect not to attend during the Summer semester will be eligible to receive financial aid for the Fall semester and will be evaluated at the end of the Fall semester. If a student meets the SAP standards at the end of the Fall grading period, they will continue to remain eligible for financial aid for the Spring semester. If a student does not meet the SAP standards at the end of the Fall semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

## Academic Education Plans

As a result of a SAP Appeal review process, an Academic Education Plan may be developed with the student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance.

The initial review of a student's SAP under the Academic Education Plan will take place at the end of the first semester that a student is enrolled under the Plan and thereafter annually at the end of the Spring semester as long as the student continues to meet the

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terms of their Plan. Failure to meet the standards of their Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

## Unapproved Appeals

The College will deny Appeals from students who would be unable to meet the SAP standards within the maximum time frame allotted for them to earn their degree.

## Financial Aid Course Repeat Policy

A student may repeat a course once when the initial grade is C - or lower. The second grade is recorded on the student's transcript, as well as the first. However, only the higher grade is included in calculating the overall grade point average, and only the credits associated with the higher grade are included in credits earned toward graduation. One repeated course is permitted per semester.

Effective July 1, 2011, U.S. Department of Education requirements state that a repeated course may count toward a student's enrollment status (full-time or part-time status) for financial aid eligibility under the following conditions:

- The course is repeatable for credit. Please see specific course descriptions for applicability.
- The student received a failing grade or withdrawal in the previous attempt and is retaking the course to receive credit
- The student received a passing grade and is re-taking the course for the first time in order to achieve an academic standard set by the student's specific program (such as a minimum grade requirement in Nursing, Education, etc.) or to improve the GPA.

Repeated courses cannot count toward enrollment status for financial aid eligibility in the following case:

- The student has already taken and passed the course more than once and is repeating the course again. Please note: Students may not re-take a course more than one time without written permission of the faculty member and/or the student's advisor. If permission is granted, the repeated course will not count toward enrollment for financial aid purposes.

All repeated courses, regardless of whether they are eligible for financial aid, count toward the student's attempted credits for the purpose of determining satisfactory academic progress and progress toward degree completion within the maximum allotted timeline for financial aid eligibility.

## Explanation of the Return of Title IV Student Aid Policy

The federal refund policy applies to any student who withdraws from all classes or takes an approved leave of absence or is dismissed by the College, but attended the institution for at least one day during the semester for which refunds to federal financial aid programs are due. If a student ceases enrollment as determined by the office of the Registrar before completing the $60 \%$ point of the semester (measured in calendar days completed) and has received federal aid, a calculation will be performed to determine the amount of unearned funds to be returned. The amount of funds earned up to the date of withdrawal will be retained on the student's account. The College is required to return a portion of unearned funds to the federal government in accordance with the Return to Title IV refund calculation. Each state has its own refund policy governing both funds awarded by the individual state directly to the student and funds administered by the College on the state's behalf. Examples of Return of Title IV calculations for withdrawn students are available in the Student Financial Services Office. Any student receiving Federal Title IV funds will be subject to the following policy regarding return of Federal Title IV funds. Title IV federal financial aid includes: Federal Pell Grants, Federal SEOG, Smart and TEACH Grants, Federal Direct Stafford Loans (subsidized and unsubsidized), and Federal Direct PLUS Loans. Federal WorkStudy is excluded.

The College and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period that the student remained enrolled.

The percentage of the semester completed is the percentage of aid earned. This is calculated by the number of days the student attended divided by the number of days in the payment period (i.e. semester). For example, if a student withdrew on the 20th day of a semester 114 days in length, the student would have earned only $17.5 \%$ of the total aid (s)he was initially awarded. ( $20 / 114=0.175$ ). Refund calculations for students attending 8 -week classes only will be based upon the term(s) scheduled to be attended.

Scheduled breaks of five consecutive days or longer, i.e. Spring break, are excluded from both the numerator and the denominator in the calculation.

Students who remain enrolled through more than $60 \%$ of the payment period are considered to have earned $100 \%$ of the aid received and will not owe a repayment of Title IV grant funds, if they withdraw after this time.

If the College returns funds to the Title IV aid programs, it could result in the student owing Curry College for charges that were originally paid at the time of the aid disbursement. Students may also be required to return funds that were released to them for personal expenses. Failure of the student to return funds to federal financial aid programs in a timely

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manner may result in the student being ineligible for future federal student aid. Title IV refunds are made directly to the Title IV aid programs, and NOT to students. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

## Return of Commonwealth of Massachusetts Funds

Any student who withdraws from all classes or takes an approved leave of absence or is dismissed by the College, but attended the College for at least one day during the semester and received or was eligible to receive Commonwealth of Massachusetts funds is subject to a state withdrawal calculation.

## ADDITIONAL POLICIES

Student Financial Services maintains a number of policies which are posted to the Curry web. You are urged to review all policies and contact the office if you have any questions about how these policies may impact you and your eligibility for financial aid. Policies can be reviewed at https://www.curry.edu/admission-andaid/tuition-and-financial-aid/financial-aid-policies

## Financial Aid comes in three forms: Grants and scholarships, loans, and student employment.

The following Financial Aid Programs are available:

## Curry College Named Scholarships

Named Scholarships are provided through the generosity of donors and are awarded by the Curry College Office of Student Financial Services to full-time traditional students annually. The listing below outlines criteria for each of the Named Scholarships we currently offer. Students will automatically be given scholarship consideration based on the eligibility requirements for each scholarship. There is no separate application required. If you have any questions about your eligibility for any of the scholarship funds listed below, please contact the Student Financial Services Office at 617-333-2354 or Fin-Aid@curry.edu.

## THE THEODORE D. "TED" BALDWIN SCHOLARSHIP

Established by Ted Baldwin, who excelled at Curry and graduated magna cum laude. Ted reached his full academic potential through the PAL program which helped him see his dyslexia as a challenge to his learning abilities and as an opportunity and not as a disability.

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In the spirit of helping others confronting their own learning abilities, this scholarship is awarded to a deserving student in the PAL program.

## THE CARROLL NURSING SCHOLARSHIP

This scholarship was established by Paul ' 83 and his wife Jean Carroll in memory of their son, Paul Carroll, III. In appreciation of the wonderful care and compassion the nursing staff showed their son and family while he was hospitalized. This scholarship is awarded to a Nursing student from MA in need of financial assistance.

## NEIL A. COLLINS MEMORIAL SCHOLARSHIP

This scholarship was established by Nancy Kidder in memory of her son Neil Collins. Neil was a man of integrity who took his responsibilities seriously and could be counted on to keep his word. He overcame many obstacles and faced challenges with great courage. This scholarship is awarded to adult students with learning disabilities who, like Neil, embark on the journey of transformative learning and discover the amazing strengths they bring to it.

## FRIEDA AND JOSEPH DRAPKIN SCHOLARSHIP

This scholarship was established in memory of Joseph Drapkin by his late wife, Frieda Drapkin. Both long-time trustees of the College, the Drapkins demonstrated excellence in the achievement of entrepreneurial endeavor and civic leadership. The scholarship is awarded to deserving Curry students of high standards and good character who strive to attain similar entrepreneurial and civic achievement.

## THE CAROL FREEDMAN EDUCATION SCHOLARSHIP FUND

Established by Carol Freedman '66, an Education major while a student at Curry and very active member of the Curry College campus. Carol made a very successful career of educating elementary age students. Awarded to a deserving Education major of good character, academic ability, with preference given to a student aspiring to a career in teaching.

## H. SCOTT GAULT SCHOLARSHIP

This scholarship was established to provide aid to worthy students in the PAL program seeking education beyond High School.

## BENJAMIN GORDON SCHOLARSHIP

This scholarship was established by Mr. and Mrs. Alan G. Weiler of Scarsdale, New York, in

## Curry College

honor of Mrs. Weiler's father, to aid deserving, intellectually gifted students of the Program for Advancement of Learning (PAL) who could not otherwise avail themselves of this unique opportunity.

## EDWARD H. HASTINGS SCHOLARSHIP

This scholarship was established by the Student Government Association of Curry College in memory of long-time Curry Professor and Dean Edward H. Hastings. It is awarded to a student of junior status in good academic standing who has made a contribution to the arts, particularly music, at Curry College.

## JUSTIN HUGHES MEMORIAL SCHOLARSHIP

This scholarship was established to perpetuate the memory of Justin Hughes. A 1996 honors graduate of the College, Justin was killed shortly after his graduation from Curry in the summer of 1997. Justin was 23 years old. It is awarded to a returning student who has participated in at least one semester in the GEAR-UP Program or similar community outreach program and has committed to at least one semester of continued participation each year of the award.

## JUSTIN P. HUGHES ENDOWED SCHOLARSHIP FUND II

This scholarship was established by Justin Hughes' parents, Pat and Carole, to continue to honor the memory of their son. The goal of the scholarship is to help high achieving students who need financial assistance in order to complete their degrees. The fund will be awarded to one or more students who are at least entering their Junior year who have a minimum 3.0 grade point average, are in good social standing and have a demonstrated financial need.

## VIVIAN C. JEWETT SCHOLARSHIP

This scholarship is sponsored by alumnae of the Perry Normal School, a predecessor school of the Curry College Education Department which became part of the College in 1974. It is awarded each year to an education major showing academic promise and financial need. The scholarship honors Perry's long-time teacher and dean, Vivian C. Jewett.

## JERROLD P. KAHN SCHOLARSHIP

This scholarship was established by Mr. and Mrs. Arnold Kahn of Albany, NY, in memory of their son, Jerrold P. Kahn '73. It is awarded to a deserving entering junior or senior in the Communication program, with preference given to a student who aspires to a career in radio.

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## MAHONEY FAMILY SCHOLARSHIP

The Mahoney Family Scholarship is an endowed scholarship established by Trustee John "Ted" Mahoney, Esq. and Barbara, the parents of Curry alumnus John J. Mahoney '03. It is awarded to students demonstrating both financial need and an exceptional determination to overcome challenges and succeed at Curry College.

## JUDITH AND MICHAEL MESHKEN SCHOLARSHIP

This scholarship was established by Judith and Michael Meshken. It is awarded to a needy student attending the College on a full-time basis who has proper academic and moral standing. Preference shall be given to students from Connecticut.

## JENNIFER ANN PHILLIPS MEMORIAL SCHOLARSHIP

This scholarship was established by Mr. and Mrs. David M. Phillips in loving memory of their daughter Jennifer after her death in 1980. It is awarded to an outstanding freshman, sophomore or junior with learning disabilities or one who wishes to teach those with learning disabilities. The recipient must demonstrate financial need and academic excellence defined as "striving and working to full potential.

## LOIS R. PICKERING EARLY CHILDHOOD EDUCATION SCHOLARSHIP

This scholarship was established in accordance with the final wishes of Lois R. Pickering, a 1932 graduate of the Perry Normal School, a predecessor school of the Curry College Education Department which became part of the College in 1974. It is awarded to a returning student who has demonstrated good character, respect for others and of the teaching and learning environment.

## PUBLICOVER FAMILY SCHOLARSHIP

This scholarship was established by Roy K. Publicover '68, a former trustee of Curry College, in memory of his parents, Cecilia R. and Albert F. Publicover. It is awarded each year to a deserving sophomore, junior, or senior

## THE SAMUEL M. QUAIN '01 AND KYLE L. BERLINER '12 ENDOWED SCHOLARSHIP

This scholarship was established by parents Cherie F. Quain and Ira E. Berliner with love and in honor of their children. It will provide assistance to a deserving member(s) of the junior class who clearly loves Curry College as much as Samuel and Kyle did and still do.

## GERTRUDE WHALL QUEEN SCHOLARSHIP

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This scholarship was established by Juanita Queen, a former member of the Curry College Corporation, in memory of her mother, Gertrude Whall Queen '02, an alumna and major benefactor of Curry College. It is awarded to deserving female students of demonstrated ability, character, and potential for excellence.

## THOMAS L. RADLEY, JR. SCHOLARSHIP

This scholarship was established by a longtime Curry College employee and friend, Mrs. Carol G. Wagner, in memory of her eldest son. It is awarded to deserving juniors or seniors of character, commitment to helping others, and overall promise who are concentrating in sociology.

## THE JERALD SAVAGE SCHOLARSHIP FUND

This scholarship was established through a donation from the New England Sinai Hospital Charitable Foundation in memory of former Curry College Board of Trustees member Jerald S. Savage. He was deeply committed to giving back to the community serving as treasurer of the Curry College Board of Trustees since 1996. The scholarship is awarded to a nursing student(s).

## SCANGAS FOUNDATION SCHOLARSHIP

This scholarship was established by the Scangas Foundation. It is awarded to students of ability and need majoring in business Administration. Preference will be given to students from Lynn, MA, and to employees or children of employees of West Lynn Creamery, Inc. and Richdale Dairy Stores, Inc., but excluding any persons related to the owners of those companies

## BERNICE AND SAMUEL SHAPIRO SCHOLARSHIP

This scholarship was established by Samuel Shapiro, a noted industrialist, philanthropist, and holder of an Honorary Doctoral degree from Curry, along with his wife, Bernice. It is awarded to gifted yet needy students in the Program for Advancement of Learning (PAL) who, like their grandson, a Curry alumnus, demonstrated prior outstanding leadership abilities at the secondary school level

## JORDAN VOGEL MEMORIAL SCHOLARSHIP

This scholarship was established in memory of a vibrant young man, loyal friend, and loving son, whose life flourished while attending the Program for Advancement of Learning (PAL). The scholarship provides Jordan's fellow PAL students with the means to continue their education at Curry and the support they need to achieve their full potential.

## D. FORBES WILL SCHOLARSHIP

This scholarship was established in memory of Mr. Will, a highly regarded member of Curry's Board from 1972 to 1983. It is awarded to students of high standards and good character who show potential for civic and community leadership, with preference given to students from Canton and Milton, MA.

## OTHER INSTITUTIONAL AID PROGRAMS AVAILABLE

## Need-Based Curry Grants

are awarded by the Curry College Student Financial Services Office to full-time, traditional, degreeseeking students who demonstrate financial need as a result of filing the FAFSA. The total of Curry grants, scholarships and waiver funds cannot exceed tuition. Students must reapply for aid annually to determine eligibility. All grants are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

## Curry Grant

Awarded to full-time, traditional undergraduate degree seeking students on the basis of demonstrated financial need as evidenced by the filing of the FAFSA and as funding levels permit. Award amounts vary.

Other Curry College funds are available based on the eligibility requirements noted for each award below. You do not have to file a FAFSA for consideration of this funding.

## Merit Based Scholarships

The College offers a number of merit based scholarships. During the admission process, each student who is offered admission to Curry College will automatically be considered for a merit scholarship. Your continued eligibility for these funds in future semesters will be reviewed annually at the close of the spring semester grading period. The award amount will not increase and students not offered a merit award at the time of admission are not eligible for these funds in a future semester.

The College offers a number of merit based scholarships. During the admission process, each student who is offered admission to Curry College will automatically be considered for a merit scholarship.

For students entering the College as of September, 2017: Curry College Trustees Scholarship, Academic Achievement Scholarship, and Excellence Scholarship are awarded to acknowledge past academic achievement, promising academic ability, demonstrated

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leadership skills, character and citizenship, community service and talent. These awards range from $\$ 3,000$ to $\$ 27,500$ and are renewable for three additional years provided you continue consecutive enrollment as a full-time, degree seeking student, maintain a minimum 2.0 grade point average and remain in good social and judicial standing. No additional application or FAFSA is required to be eligible for merit scholarships. Students who file the FAFSA may qualify for need-based aid in addition to a merit scholarship.

## Curry Success Scholarship

In addition to one of the above merit scholarships, first-year students entering the College prior to September, 2019, were considered for a Curry Success Scholarship. Students meeting a minimum high school GPA and SAT/ACT score were considered for this \$4,000 scholarship. Similar to the above scholarships, the Curry Success Scholarship is renewable for three additional years provided you continue consecutive enrollment as a fulltime, degree seeking student, maintain the minimum grade point average stated in your admission letter and remain in good social and judicial standing. Please note, Nursing students are not eligible for the Curry Success Scholarship.

## Alexander Graham Bell Awards

Alexander Graham Bell Awards are awarded to students who meet selection criteria and are renewable provided consecutive, continuous enrollment as a full-time, degree seeking undergraduate student. Students must also maintain satisfactory academic progress as outlined in the Curry College Course Catalog.

## Curry Access Awards

The Curry Access Award in the amount of $\$ 14,000$ annually, with a four year total of $\$ 56,000$, is awarded to qualified students who are recognized as being able to be successful and make a strong contribution as a member of the College community. These awards are made to those students who do not meet the eligibility requirements for other academic scholarships and are renewable provided you maintain consecutive, continuous enrollment as a full time, degree seeking undergraduate student. Students must also maintain satisfactory academic progress as outlined in the Curry College Course Catalog.

## Curry Spirit Awards

The Curry Spirit Awards for $\$ 2,000$ are awarded to entering students who meet selection criteria and maintain consecutive, continuous enrollment as a full-time, degree seeking undergraduate student. Students must also maintain satisfactory academic progress.

## Curry Resident Awards

The Curry Resident Award, in amounts up to $\$ 6,000$, is offered to students entering as of

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September 2019, at the time of admission to the College, to eligible students planning to reside on-campus. This award is renewable for up to 3 additional years provided you continue consecutive enrollment as a fulltime, degree-seeking student, residing in Curry's residence halls and remain in good academic, social and judicial standing. No additional application or FAFSA is required. NOTE: you must remain as a resident student to continue to receive this award.

## Dean's Award

The Dean's Award, in amounts up to $\$ 2,000$, is offered to students enrolling as of September, 2019 at the time of admission to the College, to students who meet selection criteria. . This award is renewable for up to 3 additional years provided you continue consecutive enrollment as a full-time, degree-seeking student, and remain in good academic, $l$ standing by meeting satisfactory progress standards as outline din the Curry College Course Catalog. No additional application or FAFSA is required.

## Early Action Awards

Early Action (EA) is a non-binding application option where students who apply and complete their application under this plan by the December 1 deadline will have an admission decision mailed to you by December 15.

If you are accepted under the Early Action plan, you will automatically receive an Early Action Award of $\$ 2,000$. This award is renewable for three additional years resulting in an award total of $\$ 8,000$ provided you continue consecutive enrollment as a full-time, degree seeking student and remain in good academic, social and judicial standing. No additional application or FAFSA is required. Students who file the FAFSA may also qualify for needbased financial aid.

## PAL Supplemental Award

The PAL Supplemental Award in the amount of $\$ 2,000$ was offered to students enrolling prior to September, 2019 offered to select full-time, degree seeking undergraduate students who we believe would make a significantly positive impact on our campus. No additional application or FAFSA is required. The PAL Supplemental Award is a one-year award and not a needbased fund. Students who file the FAFSA may also qualify for need-based financial aid.

## Curry-Massasoit CJ Transfer Scholarship

Students enrolled through the $2+2$ transfer agreement will receive a renewable meritscholarship in the amount of $\$ 6,500$ for criminal justice students who have graduated from Massasoit with a minimum 3.0 GPA. The award is renewable for 1 year as long as you are enrolled full-time in Curry's Bachelor degree from criminal justice and maintain a 3.0 cumulative GPA.

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## Family Discount

If a family has more than one student attending Curry at the same time and both are enrolled full-time as traditional undergraduates in a degree program, the second student will receive a $10 \%$ discount of their tuition. The discount only applies to regular full-time tuition charges and excludes course overload fees, room and board and any other fees. There is no application process for this discount. All discounts are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester. NOTE: Students receiving Merit Based Scholarships or other tuition discounts or waivers are not eligible to receive this discount.

## Alumni Discount

If you are the child of a Curry Alum, you will receive a $10 \%$ discount on your tuition, provided you are enrolled full-time as a traditional undergraduate in a degree program. The discount applies only to regular full-time tuition charges and excludes course overload fees, room and board and any other fees. There is no application process for this discount. All discounts are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester. NOTE: Students receiving Merit Based Scholarships or other tuition discounts or waivers are not eligible to receive this discount.

## Tuition Waivers/Tuition Exchange

Receipt of either a Tuition Waiver or Tuition Exchange Award invalidates any prior offer of institutional aid including but not limited to merit scholarships, non-need-based awards, need-based grant or tuition discounts. Additionally need-based federal and state aid eligibility may be impacted.

## Resident Assistant (RA) Discount

Once you have applied, been selected and accept the role of a Resident Assistant, the Residence Life Office will notify Student Financial Services of your hired status. You will be awarded a RA discount per the terms of your hire date and employment period. All discounts are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

## FEDERAL PROGRAMS

## Federal Pell Grant

A federally funded program that uses a standard formula, established by Congress, to evaluate the information you report on your FAFSA, to determine your Pell Grant eligibility.

These funds are awarded to undergraduate students with exceptional financial need who are pursuing their first bachelor's degree. Pell Grant funding is set by the federal government each year. Current awards are estimated to range from a minimum of $\$ 750$ to a maximum of $\$ 7,395$ for the academic year 2023-2024 are also based on enrollment status. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester. Award amounts are ESTIMATES until final payment is approved by the federal government.

## Federal Supplemental Educational Opportunity Grants (FSEOG)

A federally funded program for students, with calculated exceptional need and subject to the availability of funds. Priority is given to students who receive Federal Pell Grants. Award amounts depend on a student's need and the level of funding received by the College. Grants range from a minimum of $\$ 100$ to a maximum of $\$ 4,000$. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

## TEACH Grant Program

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to $\$ 4,000$ per year in grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Undergraduates may receive up to $\$ 16,000$ and graduate students up to $\$ 8,000$. Please note: These annual amounts are subject to federal budget sequestration and Congressional approval. Students enrolled less than full-time are eligible, but the maximum grant will be reduced. The grant is also available for postbaccalaureate teacher certification coursework.

If you fail to complete the four-year teaching obligation, you will have to repay the grant as a loan with interest calculated retroactively to the date when the grant was disbursed.

Student Eligibility and Application Requirements Each year, before a TEACH Grant can be disbursed, you must do the following:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- Meet the eligibility requirements for federal student aid. You must be a U.S. citizen or eligible non-citizen. For a listing of eligibility requirements, check the U.S. Department of Education's website at http://www.fafsa.ed.gov/faq003htm.


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- Enroll in a program of study designated as TEACH Grant eligible. Eligible programs are those that prepare a student to teach in a high-need area.
- Meet one of the following academic achievement requirements:
- Score above the 75th percentile on a college admissions test (e.g., SAT, ACT, GRE).
- Graduate from high school with a cumulative GPA of at least 3.25 (on a 4.0 scale) to receive a grant as a freshman.
- Earn a cumulative GPA of at least 3.25 (on a 4.0 scale) for your college coursework to receive a grant for each subsequent term.
- Complete TEACH Grant counseling by making an appointment with Student Financial Services.
- Sign a TEACH Grant "Agreement to Serve" located online at:https://teachats.ed.gov/ats/index.action. Respond the U.S. Department of Education's requests to confirm your continuing intention to meet the teaching obligation.


## TEACH Grant Agreement to Serve and Promise to Pay

You must sign a TEACH Grant "Agreement to Serve" and "Promise to Pay" (service agreement) each year you receive a TEACH Grant. Both forms are available online on the Department of Education's website. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and your acknowledgment that if you do not meet the teaching service requirements, you must repay the grant as a Federal Direct Unsubsidized Loan with interest accrued from the date the grant funds were first disbursed.

## Teaching Obligation

To avoid repaying the TEACH Grant with interest you must be a Highly qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. You must complete the four years of teaching within eight years of finishing your TEACH grant funded program. You incur a fouryear teaching obligation for each educational program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

## Highly-Qualified Teacher

You must perform the teaching service as a highly-qualified teacher, which is defined by federal law at http://www.ed.gov/ policy/elsec/leg/esea02/pg107.html.

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## Full-Time Teacher

You must meet the state's definition of a full-time teacher and spend the majority (at least 51 percent) of your time teaching one of the high-need subject areas. Elementary teachers who teach many subjects would not be able to fulfill their service agreement.

High-Need Subject Areas:

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education
- Other teacher shortage areas listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing at http://www.ed.gov/about/offices/list/ope/pol/tsa.doc


## Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits at: https://www.tcli.ed.gov/CBSWebApp/ tcli/TCLIPubSchoolSearch.jsp.

## Documentation

You must respond promptly to all requests for information or documentation from the U.S. Department of Education. You will be asked regularly to confirm that you either intend to teach or that you are teaching as required. You must provide documentation to the U.S. Department of Education at the end of each year of teaching. If you temporarily cease enrollment in your program of study or if you encounter situations that affect your ability to begin or to continue teaching, you will need to stay in touch with the U.S. Department of Education to avoid your grants being converted to loans before you are able to complete your teaching obligation. Failure to complete the teaching obligation, respond to requests for information, or properly document your teaching service will cause the TEACH Grant to be permanently converted to a loan with interest.

Once a grant is converted to a loan, it cannot be converted back to a grant.

## Federal Work Study (FWS)

A federally funded program that provides part-time employment opportunities to Curry students with financial need. Unlike other financial aid awards, work study earnings do not reduce tuition charges and therefore, this award is not deducted from the tuition bill. This program was developed by the federal government to provide eligible students with an opportunity to help themselves in meeting some of their out-of pocket educational expenses. The program is subsidized by the federal government and the College provides a matching allocation. Work Study students must work to earn the amount of their academic award. Students will receive a biweekly pay check for the number of hours that they work. As funds are limited, eligible students will receive notice of their eligibility to participate in federal Work Study on their Financial Aid Award letter. Students are required to complete a FAFSA annually for consideration. Curry College's Human Resources Office manages the hiring process for students with this award. Questions about eligibility should be directed to Student Financial Services. If you have any questions about the student employment hiring process including available jobs please view the Student Work Study Employment section of the website or contact Human Resources, 55 Atherton Street, 617-333-2263.

## Federal Perkins Loans

## IMPORTANT NOTE; this program has been closed by the federal government and is currently unavailable.

If the program was to re-open, the terms and information below may change. A federally funded, need-based educational loan for students with exceptional need, enrolled at least part-time, and who have been awarded their maximum eligibility for federal Subsidized and Unsubsidized Direct loan. This is a loan and requires repayment. The interest rate is 5 percent. Repayment* of the full amount of the loan borrowed is required and begins nine months after a student graduates, withdraws from the College, or attends on a less than halftime basis. Depending on the total amount borrowed, the student may have up to ten years to repay this loan. Award amounts vary and funds are very limited as future loans to borrowers made from this revolving loan fund are dependent on federal funding levels and repayment by prior borrowers. There are no fees for this loan. There is no interest charged on this loan while the student is enrolled at least half-time in a degree program and for nine months after the student graduates, withdraws from the College or drops below half-time status. The maximum amount an eligible student may borrow is $\$ 4,000$ per award year for student who has not successfully completed a program of undergraduate education. The maximum aggregate amount an eligible student may borrow is: (1) $\$ 20,000$ for an undergraduate student who has completed two academic years and is pursuing a bachelor's degree; and (2) $\$ 8,000$ for any student who has not completed two academic years of undergraduate work. First-time borrowers must complete an entrance interview online at
http://www.mappingyourfuture. org/oslc/. Funds for this program are very limited as this program is being phased out by the federal government. Students who are awarded these funds must sign a Promissory Note before funds can be disbursed. You will be notified during the summer about completing your Promissory Note. Information that you borrowed this loan will be sent to the National Student Loan Data System (NSLDS), and will be accessible by guarantee agencies, lenders and institutions determined to be authorized users of the data system. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester. Federal Perkins Loans are serviced by University Accounting Services (UAS). UAS can be contacted via telephone by calling 1-844-870-8701 Monday through Friday 8:00am - 6:00pm EST.

## Perkins Loan Exit Counseling

Any student who ceases to be enrolled at least half-time in a degree program as a result of graduation, withdrawal or leaving the institution and who borrowed a Federal Perkins Loan at any time while enrolled at the College is required to complete Loan Exit Counseling online at https://www.uasconnect. com. Additionally, you are responsible for notifying University Accounting Services (UAS), the servicer for your Federal Perkins Loan, when you graduate, leave school or move. NOTE: Official withdrawal is made with the Registrar's Office at the College. You should visit the Student Financial Services Office to discuss your status change and how it impacts your student loans.

Under certain circumstances repayment of a Federal Perkins Loan may be deferred or cancelled. During deferment, payments are not required and interest does not accrue. After deferment, the borrower is entitled to a post-deferment grace period of six consecutive months. Borrowers may be eligible for deferment, cancellation, forbearance or discharge under certain circumstances. The Federal Perkins Loan Addendum may be found online at www.curry.edu. Federal Perkins Loans are serviced by University Accounting Services (UAS). UAS can be contacted via telephone by calling 1-844-870-8701 Monday through Friday.

## Federal Direct Loan Program

These loans are administered by the U.S. Department of Education and are federally funded. These loans, known typically as Stafford Loans (for students) and PLUS Loans (for parents or graduate students) require repayment of the full amount of the loan. You can decline a Federal Direct Stafford Loan offered on your award letter without impacting any other forms of aid offered to you by completing and signing the Financial Aid Change Request Form available at https://www. curry.edu/admission-and-aid/tuition-and-financial-aid/applyingfor-aid-and-forms or send a signed, written request by mail, fax or email to Student Financial Services Office.

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Each Stafford borrower is entitled to a six-month grace period which begins the day you graduate, withdraw** or become enrolled less than halftime. While the borrower is in a grace period, no payment is required. However, for loans made after July 1, 2012, interest will accrue during the grace period although no payment is required at this time.
${ }^{* *}$ Note: Official withdrawal is made with the Registrar's Office at the College. Additionally, you should visit the Student Financial Services Office to discuss your status change and how it impacts your student loans.

## Federal Direct Subsidized Stafford Loans

A federally funded and administered loan awarded by the institution to students who demonstrate need, meet eligibility requirements and are enrolled at least halftime in a degree program. A Free Application for Student Aid (FAFSA) must be filed with the school. This loan is a federally subsidized loan, which means there are no interest charges while the student is enrolled.

First-time borrowers at the College must complete Entrance Counseling and sign a Master Promissory Note (MPN) before funds can be disbursed. Loan funds come directly from the federal government and are paid by crediting the student's tuition account. For first-time enrolled students, the amount of the loan awarded will be credited to the student's Curry College tuition account approximately 30 days after the start of the semester. For all other students, loan funds will be credited to the tuition account no earlier than ten days prior to the start of the semester.

Award amounts (per Academic year):

| First Year (0-29.5 credits) | up to $\$ 3,500$ |  |
| :--- | :--- | :--- |
| Sophomores (30-59.5 credits) | up to $\$ 4,500$ |  |
| Juniors \& Seniors (60-120 credits) | up to $\$ 5,500$ |  |

## Terms:

- For new loans as of July 1, 2019, interest rates are determined each spring for the upcoming year for new loans but are fixed for the life of the loan.
- Interest and principal are subsidized by the government until the student ceases to be enrolled at least half-time. Interest accrues during the grace period for loans made after July 1, 2012.


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Repayment begins 6 months after the student graduates, withdraws or stops attending school at least half-time • Up to a 10 year repayment period - $\$ 50$ minimum

- monthly payment.
- An Origination fee, set by the Federal Government, will be deducted from loan proceeds prior to disbursement.


## Federal Direct Unsubsidized Stafford Loans

A federally funded loan, not need-based, available to eligible student borrowers, enrolled at least half-time. A Free Application for Federal Student Aid (FAFSA) must be filed with the school the student plans to attend. First-time borrowers at the College must complete Entrance Counseling and sign a Master Promissory Note (MPN) before funds can be disbursed. For newly enrolled students, the amount of the loan awarded will be credited to the student's Curry College tuition account approximately 30 days after the start of the semester. For all other students, loan funds will be credited to the tuition account no earlier than ten days prior to the start of the semester.

Award amounts (combined Subsidized and Unsubsidized maximums based on eligibility):

| First Year (0-29.5 credits) <br> Dependent Student <br> Independent Student | up to \$5,500 <br> up to $\$ 9,500$ |
| :---: | :---: |
| Sophomores (30-59.5 credits) <br> Dependent Student <br> Independent Student | up to \$6,500 <br> up to $\$ 10,500$ |
| Juniors \& Seniors (60-120 credits) <br> Dependent Student <br> Independent Student | up to $\$ 7,500$ <br> up to $\$ 12,500$ |
| Graduate Students | up to \$20,500 Unsubsidized only |

## Terms:

- Interest and principal may be deferred until student ceases to be enrolled
- Interest accrues during in-school grace and deferment periods


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- For new loans as of July 1, 2014, interest rates are determined each spring for the upcoming year for new loans but are fixed for the life of the loan.
- Undergraduate, Subsidized and Unsubsidized Direct Loans: 4.53\%, Graduate Unsubsidized Direct Loans: 6.08\%
- Interest is not paid by the government. Borrower is responsible for all interest payments
- Repayment begins 6 months after the student graduates, withdraws or stops attending school at least half-time with a $\$ 50$ minimum monthly payment
- Up to a 10 year repayment period
- An Origination fee, set by the Federal government, will be deducted from loan proceeds prior to disbursement


## Entrance Counseling

Federal Direct Loan Entrance Counseling is a federal requirement for all students borrowing a Federal Direct Subsidized and/or Unsubsidized Stafford Loan for the first time at Curry College. Students are required to complete Federal Direct Loan Entrance Counseling online at Studentaid.gov before the proceeds from the Federal Direct Loan can be credited to the student account. The Federal Direct Stafford Loan Master Promissory Note (MPN) is a legally binding agreement to repay the student loan. This agreement is between the student and the U.S. Department of Education. A parent cannot complete the Federal Direct Stafford Loan Master Promissory Note (or Entrance Counseling) on the student's behalf. Once the student borrower signs the MPN for enrollment at Curry College, she/he will not need to sign again as long as she/he remains continuously enrolled at the College in a degree program.

We suggest Macbook or Macbook Pro users utilize Mozilla Firefox Internet Browser to avoid complications signing in to www.studentaid.gov. Please note that Federal Direct Loan funds will not be credited to your student account until you have completed the Entrance Counseling requirement, and the Federal Direct Loan Master Promissory Note and received confirmation from the U.S. Department of Education that both requirements have been satisfactorily completed.

Any student who ceases to be enrolled at least half-time in a degree program and who borrowed a federal student loan (FFELP and/or Federal Direct) subsidized and/or unsubsidized at any time while enrolled at the College is required to complete Exit Counseling online at www.studentloans.gov. Information that you borrowed from the Federal Direct Loan Program will be sent to the National Student Loan Data System (NSLDS), and will be accessible by guarantee agencies, lenders and institutions determined to be authorized users of the data system.

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- Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
- Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
- Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
- Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.


## Federal Loan Repayment (FFELP and Direct Loans)

All FFELP and Direct Loans (Stafford, PLUS and Grad PLUS) require repayment. To view information on Repayment Terms and Plans visit http://studentaid.ed.gov/sa/replay-loans. Failure to repay your loan will result in a default status. Default is failure to repay a loan according to the terms agreed upon when you signed your promissory note. The consequences of default can be severe. If you are having trouble making your monthly payments, take the initiative to contact your lender as you might be eligible for an alternative repayment plan, deferment or forbearance. You may also contact the Direct Loan Servicing Center for assistance at 1-800-848-0979. Remember, you are responsible for notifying your lender when you graduate, leave school or move. If you are not sure who your lender is, view your loan history online at the National Student Loan Data System www.studentaid.gov. To access your information on this site you will need your FAFSA PIN. Each Stafford borrower is entitled to a sixmonth grace period which begins the day you graduate, withdraw or become enrolled less than halftime. While the borrower is in a grace period, no payment is made.

## Loan Consolidation

If you have borrowed multiple federal student loans from different lenders, you might be eligible to consolidate them in to a single loan. Note: you cannot consolidate private education loans with your federal loans. Consolidation allows you to combine multiple loans into one new loan. This process may assist you in reducing your monthly loan payment. Your new consolidated loan bears a fixed interest rate based on the weighted average of your

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loans interest rates at the time you consolidate and rounded up to the nearest one-eighth of a percent. The consolidated loan interest rate will not exceed $8.25 \%$. There are no fees to consolidate. For additional information about Loan Consolidation visit http://studentaid.ed.gov/PORTALSWebApp/ students/english/consolidation.jsp? tab=repaying

## STATE PROGRAMS

State grants are based on financial need and may be offered to eligible students from their state of legal residence. Students should complete the FAFSA and follow any additional application requirements from their home state. Students should also be aware of any deadlines that are imposed by their home state. Vermont and Pennsylvania have reciprocal agreements with Massachusetts and provide funding to students who attend Massachusetts Colleges. If you are eligible for state aid funds, your tuition account will be credited once the College receives the funds from your state agency for the semester but no earlier than the end of the add/drop period for the semester. Please contact your state agency for additional information regarding eligibility.

## State Grants

The Commonwealth of Massachusetts awards grants to Massachusetts residents who demonstrate financial need and meet application deadlines and award criteria. Other states that currently allow students to use state grant funds at Curry College include Vermont, and Pennsylvania. The Commonwealth of Massachusetts also offers additional assistance to qualified eligible students who are part-time or demonstrate high academic performance in their post-secondary academic courses. All of the grants provided by the Commonwealth of Massachusetts are subject to an application deadline of May 1.

## MASSACHUSETTS GRANTS

A Commonwealth of Massachusetts (state) source of financial aid. Eligibility requires state residency and demonstrated financial need. Additional information about grants from the Commonwealth is available at http://www.osfa.mass. edu.

## MASSACHUSETTS STATE GRANTS

Awards are based on exceptional financial need as determined from filing the FAFSA and availability of funds to Massachusetts residents enrolled as full-time degreeseeking students in their first bachelor's program. Awards range from $\$ 1,200-\$ 2,800$ as set by the Commonwealth. No separate application is necessary.

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## MASS PART-TIME GRANTS

These grants are awarded by the College based on a limited allocation of funds received from the Commonwealth. Awards are made to students based on exceptional financial need as determined from filing the FAFSA and availability of funds to undergraduate Massachusetts residents enrolled at least half-time but no more than three-quarter time for the semester in a degree program seeking their first bachelor's degree. Awards are set by the Commonwealth.

## MASSACHUSETTS GILBERT GRANT

Gilbert Grants are funded by the Commonwealth of Massachusetts and are awarded by Curry College to eligible Massachusetts residents enrolled full-time in a degree program seeking their first bachelor who demonstrate financial need as determined by the results of the students filing the FAFSA. Awards vary and are subject to available funding.

## MASSACHUSETTS NO INTEREST LOAN (NIL)

A loan program funded by the Commonwealth of Massachusetts and administered by the College for Massachusetts residents enrolled full-time in a degree program working toward their first bachelor's degree who demonstrate high need. This is a loan and must be repaid. No Interest Loans are subject to available funding. The minimum NIL award a student can receive is $\$ 1,000$, with a maximum award amount of $\$ 4,000$ per academic year. NIL award amounts are determined according to financial need. A NIL eligible student has a lifetime borrowing limit of $\$ 20,000$. You will be required to sign a promissory note and complete a Loan Entrance Interview with a Representative from Student Financial Services at the start of the semester. Loan proceeds will be credited to your tuition account once the loan funds are received from the Commonwealth but no earlier than the end of the add/drop period for the semester. Borrowers of Massachusetts No Interest Loans are required to complete an Exit Interview prior to ceasing enrollment on a half-time basis. This is completed online. You will receive a letter from the Massachusetts Department of Higher Education Office of Student Financial Assistance outlining the steps for completion of the online exit interview. You will be asked to log in to Educational Computer Systems, Inc. (ECSI) website to complete the exit interview. ECSI is the loan servicing company for the Massachusetts Department of Education. You will be required to provide family information and personal references. Please be sure to have this information ready when you begin the online Exit Interview. If you have any questions regarding your Massachusetts No Interest Loan debt or the Exit Interview process, please contact our office. *Award amounts are ESTIMATES until final payment is approved by the Commonwealth of Massachusetts. Students who file the FAFSA may qualify for need-based aid in addition to one of these awards.

# IBEW (International Brotherhood of Electrical Workers) - Local 103 Scholarship 

Value: $\$ 5,000$ per year $\$ 20,000$ over four years
Duration: Renewable for up to four years. Renewal is based upon the student's ability to maintain at least a 2.5 grade point average (GPA) or better while completing a minimum of 30 semester credit hours per academic year.

Available for IBEW - Local 103 members and their families only. Please contact the local 103IBEW for consideration. Consideration is given to accepted full-time first-year students with a minimum grade point average (GPA) of 2.5 . Decisions will be based on many factors including GPA, extracurricular activities, and test scores.

## VETERANS ADMINISTRATION BENEFITS

If you are a veteran, the widow of a veteran, or the child of a disabled or deceased veteran, you may qualify for assistance from the United States Veterans Administration. For information, contact the Veterans Administration office nearest your home.

## GI Bill® Yellow Ribbon Program

This institutional and federal match program is open to eligible U.S. Veterans and does not require that you file a FAFSA for consideration. Recipients must be in a degree seeking, undergraduate program. You must contact the Veteran's Certifying Official located in Curry's Registrar's Office to have your eligibility for this program certified. The Yellow Ribbon Program is comprised of a Curry College Yellow Ribbon Grant and a federal Yellow Ribbon Match Award. You will need to complete an Enrollment Verification Form available in the Student Financial Services Office indicating your intended enrollment plans for the academic year for which you are seeking funds. Funding levels are very limited and available on a firstcome basis. Funds will be credited to the student's tuition account once the federal match component is received for the semester. Students must maintain eligibility and renewal criteria as outlined by the Veterans Administration.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at https:// www.benefits. va.gov/gibill.

## TUITION PAYMENT PLAN

Curry College utilizes an interest-free tuition monthly payment plan to Curry's families. Information can be found online at curry.myonplanu.com.

## PRIVATE EDUCATION LOANS

Please consider that the borrower may be eligible for Federal Loans and such Federal loans may have more beneficial terms than Private Education Loans. Additional financing is available for families through various non-need based education loans offered by lenders and private agencies. Families must apply separately and provide credit and debt information. Application fees and interest rates will vary depending on the type of loan requested. An example of available loans is the Federal Direct Parent (PLUS) Loan.

Information and application instructions for this and other loans are available in the Student Financial Services Office or on the Curry College website under Financing Options.

The method and criteria used by Curry College in selecting the Private Education Loan Lenders to publish in its brochures is available on the Curry website: www.curry.edu. The College will work with and process loans for any lender of your choice. Parents and students have the right to select the lender of their choice without penalty by the College and are not required to use any lenders on any lender list published by the College. When selecting the option best suited for your circumstances, you should compare interest rates, borrowing limits, credit requirements and repayment options.

## STUDY ABROAD

Enrollment in a program of study abroad through a third party provider, approved for credit by the College may be considered enrollment at Curry College for purposes of applying for federal and state student financial aid. Students seeking study abroad opportunities are encouraged to speak with a financial aid counselor to discuss their individual circumstances.

Enrollment in a Study Abroad Program which Curry directly partners with is considered enrollment at Curry College for purposes of applying for Institutional, federal and state aid. Students seeking study abroad opportunities are encouraged to speak with a financial aid counselor to discuss their individual circumstances. Additional information about these programs is available at https://www.curry.edu/admission-and-aid/tuitionand-financial-aid/financial-aid-policies

## CODE OF CONDUCT

An institutional financial aid professional, or any other College administrator involved in Title IV fund management or processing, is expected to always maintain exemplary

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standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity. In doing so, these employees should:

- Refrain from taking any action for his or her personal benefit.
- Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
- Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
- Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid
- .Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
- Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.


## HELP RESOURCES

| MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION |  |
| :--- | :--- |
| Room 1401 |  |
| One Ashburton Place |  |
| Boston, MA 02108-1696 |  |
| Phone: (617) 994-6950 |  |
| Fax: (617) 727-6397 |  |
| Website: http://www.mass.edu/ |  |
| If you have complaints against a post-secondary institution contact the state <br> department of higher education for help with resolving the complaint. |  |

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| U.S. DEPARTMENT OF EDUCATION |  |
| :--- | :--- |
| FSA Ombudsman Group |  |
| 830 First Street, N.E., Mail Stop 5144 |  |
| Washington, DC 20202-5144 |  |
| Phone: 1-877-557-2575 |  |
| FAX: 202-275-0549 |  |
| The Federal Student Aid Ombudsman Group of the U.S. Department of Education is |  |
| dedicated to helping resolve disputes related to Direct Loans, Federal Family |  |
| Education Loan (FFEL) Program loans, Guaranteed Student Loans, and Perkins |  |
| Loans. The Ombudsman Group is a neutral, informal, and confidential resource to |  |
| help resolve disputes about your federal student loans. |  |

http://www.myfedloan.org/index.html
Federal Loan Servicing and Loan Repayment information
https://www.nslds.ed.gov/nslds/nslds_SA/
The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data.

| OFFICE OF STUDENT FINANCIAL ASSISTANCE |  |
| :--- | :--- |
| 75 Pleasant Street |  |
| Malden, MA 02148 |  |
| Phone: (617) 391-6070 |  |
| Fax: (617) 727-0667 |  |
| http://www.mass.edu/osfa/students/forstudents.asp |  |
| OSFA is primarily responsible for the management and oversight of all state funded <br> financial aid programs and advises the Board of Higher Education about financial <br> aid policy matters of concern to the Commonwealth of Massachusetts. |  |

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Curry College is pleased to admit those students who have the necessary preparation and background to meet the requirements of the College. No student shall be denied admission on the ground of race, religion, national origin, sexual orientation, age, or sex, provided he or she has the necessary preparation and background.

First-year students are selected on the basis of a combination of the following criteria: secondary school record, personal essay, standardized test scores on the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT of the American College Testing Program, recommendation from the secondary school, and the college readiness of the candidate.

International students are encouraged to apply. They must complete the same requirements as all other applicants to the College. For those students whose native language is not English, results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) must be sent in addition to other required materials. All international students must also submit a notarized Declaration of Financial Support in U.S. dollars. While Curry College offers merit scholarships, it is unable to offer financial aid to international students.

## Student Affairs

## Student Affairs

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

## NEW STUDENT ORIENTATION

## Summer Orientation

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

## Fall Program

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

## CAMPUS LIFE

## Residence Life \& Housing

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

## Living off Campus

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

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

## Student Activities

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

## Student Entertainment and Events

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

## Student Government Association

The Student Government Association is primarily designed to lead and unify the student body and to promote communication among students, faculty, and administration. The Student Government Association (SGA) is considered the main governing body of all the clubs and organizations on campus. SGA serve as a representative voice of the Curry

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students to the administration, faculty, and staff. Consisting of an Executive Board, and representatives from each class, meetings are held weekly on Wednesdays at 2:00 p.m. and are open to all members of the Curry community.

## Athletics

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

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

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

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

Curry is a Division III member of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC). Curry also fields teams in 15 sports in The Commonwealth Coast Conference (CCC), which includes 9 New England Division III institutions.

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

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

## Student Center

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

## Fitness Center

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

## Counseling Center

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

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

## Why Seek Counseling?

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

## Confidentiality

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

## Club Sports

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

## Diversity \& Inclusion

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

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

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

## Health Services

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

Health Services offers a range of medical services and can perform rapid strep, mono and flu

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

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

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

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

## Spiritual Life

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

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

## Public Safety

The Curry College Department of Public Safety's mission is to provide a safe and secure environment for the entire community. This is accomplished by using officers to patrol campus twentyfour hours a day 365 days a year, card access on all residence halls, fortythree blue light safety phones, and video cameras monitoring of the perimeter of campus and parking lots. Public Safety is everyone's responsibility; we ask the entire Curry College Community to get involved. If you need assistance on campus please contact us at (617) 3332222.

## Motor Vehicles

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

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

## Recreation \& Intramurals

The Department of Recreation and Fitness offers several recreation programs as well an eclectic mix of intramural sports leagues. The recreation programs can be seen in outdoor

## Curry College

fitness classes, fun runs, daytime intramural tournaments, seasonal events and so much more. The Intramural program boasts over 10 leagues to choose from each season ranging from flag football and soccer to softball and basketball. Students have the opportunity to play in gender specific leagues or in coed leagues which allows additional opportunities for everyone.

## Community Standards and Accountability

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

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

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

## Officers of the Corporation and Board of Trustees

## Officers of the Corporation

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DR. RUTH ELLEN FITCH, Hon. '11
Brookline, Massachusetts

## Curry College

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Brockton, Massachusetts
KENNETH WAGNER '84
Henry Elliott Company
Wellesley, Massachusetts
ANDREW B. WRUBLIN '76
Dalan Management
New York, New York

## The Administration

## OFFICE OF THE PRESIDENT

JAY GONZALEZ
President of the College
B.A., Dartmouth College
J.D., Georgetown University

## Curry College

## AMY M. BIANCHI

Assistant to the President
B.A., Salem State College
M.Ed., Bridgewater State University

JOHN McCORMACK
General Counsel
B.A., Stonehill College
J.D., New England Law

TBD
Chief Diversity Officer

## ACADEMIC AFFAIRS

ROBERT E. SHEA, JR.
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B.A., Brown University
M.A., Ph.D., University of Virginia

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A.S., B.S., Johnson \& Wales University
M.Ed., Curry College
C.A.G.S., Northeastern University

## JENNIFER DUNNE

Assistant Vice President for Institutional Effectiveness
B.A., Salem State College
M.A., University of Massachusetts Boston

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B.A., Saint Anselm College
M.A., Emerson College

Ph.D., University of Kentucky
MICHELLE McMAHON
Dean, School of Nursing
B.S.N., Salem State College
M.S.N., Salem State College

Ph.D., University of Massachusetts Dartmouth

## Curry College

JUNE KOUKOL
Registrar
B.A., Curry College

## ATHLETICS

VINCENT ERUZIONE
Director of Athletics
B.A., College of the Holy Cross

CURTIS FRASER
Assistant Athletic Director for Communications
B.A., Emmanuel College

## CONTINUING \& GRADUATE STUDIES

WILLIAM BOOZANG
Executive Director of Continuing Education and Graduate Programs
B.A., Saint Anselm College
M.A., Rivier University
M.Ed., Eastern Nazarene College

Ed.D., Northeastern University

## ENROLLMENT MANAGEMENT

## EDMUND CABELLON

Vice President for Enrollment Management
B.A., Stonehill College
M.S., Central Connecticut State University

Ed.D., Johnson \& Wales University
STEPHANNY ELIAS
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B.A., University of Massachusetts Dartmouth
M.A., Rhode Island College

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B.A., Rhode Island College
M.B.A., Nichols College

## Curry College

## MICHELLE BRACKEN

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B.A., Bridgewater State University
M.Ed., Suffolk University

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B.S., Emerson College
M.A., Emerson College

## FACILITIES

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Vice President of Facilities

## FINANCE

TBD
Executive Vice President, Administration \& Finance/CFO

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B.S., Bentley University
M.B.A., Northeastern University

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Controller
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M.B.A., Nichols College

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B.S., Worcester State College
M.B.A., Anna Maria College

## HUMAN RESOURCES

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B.A., Simmons College
M.A., Emerson College

## Curry College

## ELIZABETH CANNING

Interim Title IX Coordinator

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B.S., Kent State University
M.S., Pace University

Ed.D., University of Delaware

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B.S., University of Connecticut
M.S., Emmanuel College

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B.S., Wentworth Institute of Technology

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M.S., Boston University

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M.S., Boston University

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B.A., University of Massachusetts Amherst
M.S., Boston University

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## Curry College

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Ph.D., State University of New York at Buffalo
SUSAN W. PENNINI
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B.S., Slippery Rock State College
M.Ed., Curry College

Ph.D., Lesley University

## The Faculty

## Curry College

## Full Time Faculty

LYNN ABRAHAMS (1997)
Professor, PAL
B.A., Hartwick College
M.Ed., Lesley University

Ph.D., Lesley University
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Assistant Professor, Nursing
B.S., Curry College
M.S., Saint Joseph College of Maine

Ph.D. University of Massachusetts Dartmouth
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Assistant Professor, PAL
B.A., M.Ed., Curry College

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B.S., M.Ed. Bridgewater State College
E.D. Johnson \& Wales University

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Professor, Nursing
B.S.N., Fitchburg State College
M.S., University of Virginia

Ph.D., Medical College of Georgia
Certificate, Stony Brook University
SARAH AUGUSTO (2015)
Associate Professor, Sociology \& Criminal Justice
B.A., Hampshire College
M.A., Ph.D. University of California, Davis

MARIA BACIGALUPO (1977)
Professor, PAL
B.A., Curry College
M.S., Suffolk University
M.Ed., Ed.D., Harvard University

JAYSON BAKER (2011)
Associate Professor, Communication

## Curry College

B.A., University of New Haven
M.S., Rensselaer Polytechnic Institute
M.A., Trinity College

Ph.D., University of Rhode Island
JENNIFER M. BALBONI (2008)
Professor, Sociology \& Criminal Justice
B.S., Westfield State College
M.S., College of Criminal Justice

Ph.D., Northeastern University
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M.Ed., Fitchburg State College

Ed.D., Nova Southeastern University
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M.F.A., Smith College

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M.S., Johns Hopkins University

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B.S., Johnson \& Wales University
M.S., Boston University

Ph.D., Walden University
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Associate Professor, Levin Library
B.A., Keene State College
M.L.I.S., Drexel University

## Curry College

EFRAM L. BURK (2006)
Professor, Visual \& Performing Arts
B.A., University of Maine, Orono
M.A., Boston University

Ph.D., Pennsylvania State University
CASEY BURNETT (2016)
Associate Professor, Nursing
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M.S., Northeastern University
D.N.P., Northeastern University

LAURA CALLIS (2017)
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Sabbatical: 2023-2024 Academic Year

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KENNETH CARBERRY (2009)
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M.A., University of Alabama

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Professor, Communication

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M.A., American University

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B.A., Framingham State College
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Associate Professor, Nursing
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STEVEN GUNNING (2003)
Professor, Business Administration
B.A., University of Miami
J.D., New England School of Law
M.B.A., Suffolk University

KIRI GURD (2022)
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B.A., Dalhouse University
M.S., London School of Economics

Ph.D., Boston University
JENNIFER HART (2021)
Assistant Professor, General Education
B.A., Kenyon College M.A., Claremont Graduate University

Ph.D., Indiana University
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O. CHRISTI IKORO (2021)

## Curry College

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D.N.P., University of Massachusetts Amherst

LINDSAY P. ILLICH (2011)
Professor, Writing
B.A., M.A., Ph.D., Texas A\&M University

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Assistant Professor, Natural Sciences \& Mathematics
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Graduate Certificate, M.S., University of New Haven
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Assistant Professor, Writing
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Ph.D., University of Texas at Austin
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M.A., William James College

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GAGAN "MIA" KHERA (2017)
Professor, Psychology

## Curry College

B.A., Wellesley College

Ph.D., George Washington University
MAX KLEIN (2023)
Instructor, Sport and Recreation Management
B.S., M.S., University of Connecticut

RONALD KRAWITZ (2012)
Professor, Computer Science
B.A., University of Michigan
M.B.A., Widener University

Ph.D., Nova Southeastern University
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M.A., M.F.A., University of Iowa

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M.Ed., Curry College
C.A.G.S. Northeastern University

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Ph.D., University of Connecticut
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M.Ed., Bridgewater State College

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M.A., Tufts University
M.A., Boston College

Ed.D., Northeastern University

## Curry College

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A.B., Suffolk University
M.S.W., Boston University

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Professor, Communication
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M.F.A., Massachusetts College of Art

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Associate Professor, Education
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M.Ed., Lesley University

Ed.D., University of Massachusetts Amherst
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Professor, Nursing
B.S.N., M.S.N., Salem State College

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B.A., Wheelock College
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D.P.H., University of Colorado

MAUREEN MURPHY (2003)
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## Curry College

B.S.N., University of Massachusetts Boston
M.Ed., Curry College
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Ph.D., University of Massachusetts Lowell
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Professor, History
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M.A., Northeastern University

Ph.D., Boston College
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Ph.D., University of Massachusetts Medical School
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B.S., College of New Jersey

Ph.D., University of Texas
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M.Ed., Tufts University

Ph.D., Walden University

## Curry College

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D.B.A., Argosy University

BARBARA PINCHERA (2006)
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DNP, Regis College
ROBERT POLEWAN (2019)
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B.A., Kent State University

Ph.D., University of Massachusetts Amherst
ALISON POOR-DONAHUE (2019)
Professor, Visual \& Performing Arts
B.A., M.A., Regis College
M.F.A., Marywood University

KARA PROVOST (2007)
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B.A., Hampshire College
M.A., Ph.D., University of Minnesota

ALAN REVERING (2003)
Assistant Professor, General Education
B.A., St. John's University
M.Div., M.A., Catholic Theological Union

Th.D., Harvard Divinity School
Sabbatical: Fall 2023 Semester

RAQUEL REYNOLDS (2022)
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B.S.N., M.S.N., Ph.D., University of Texas at Austin

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B.S., Bridgewater State College
M.L.S., Simmons College

## Curry College

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Ph.D., Texas A\&M University
SHAWN SCOTT (2022)
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Ph.D., University of Rhode Island
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B.A., Tulane University
M.A., University of Charleston and The Citadel

Ph.D., The University of Houston
ROBERT SMID (2006)
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S.T.M., Ph.D., Boston University

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M.S., Ph.D., Northeastern University

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M.A., Ph.D., Brown University

RYAN THEROUX (2013)
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## Curry College

M.S., University of Rhode Island

Ph.D., University of Nevada
Sabbatical: Spring 2024 Semester
COLEEN TORONTO (2012)
Professor, Nursing
B.S.N., Northeastern University
M.S.N., Framingham State University

Ph.D., University Massachusetts Dartmouth
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Ph.D., Boston College
Sabbatical: Spring 2024 Semester
EVELYN O. UGWU-GEORGE (2006)
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B. A., University of Nigeria
M.Ed., University of Oregon

MLIS, University of Rhode Island
Graduate Certificate, University of Massachusetts Boston
ELIZABETH WADE (2017)
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B.S., Brandeis University
M.A., Harvard University

Ph.D., University of Connecticut
STEPHANIE WALKER (2016)
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M.S.N., Curry College

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## Curry College

M.S., Ph.D., University of Connecticut

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Sabbatical: Spring 2024 Semester
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Ph.D., Indiana University Bloomington
Sabbatical: Fall 2023 Semester
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M.S., Northeastern University

KELLY WHEELER (2022)
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B.A., M.A.T., University of Puget Sound
M.A., University of South Carolina

Ph.D., University of Michigan

BRENDA WRIGLEY (2018)
Professor, Communication
B.J., University of Missouri-Columbia
M.S., Graduate Certificate, Certificate in University Teaching Ph.D., Syracuse University

COLBY ZONGOL (2023)
Assistant Professor, Public Health \& Wellness
B.A., University of Connecticut
M.A., Emerson College
M.Ed., Widener University

Ph.D., Widener University

## Curry College

## Senior Lecturers

JOHN BARRETT (1997)
Communication
B.A., Boston College
M.A., The Catholic University of America

COURTNEY BEGGS (2018)
Writing
M.A., Bowling Green State University

Ph.D., Texas A\&M University
LINDA BRESNAHAN (2013)
Psychology
B.A, University of Massachusetts Boston
M.Ed., Ph.D., Boston College

LAUREN CALL (2007)
Nursing
B.S.N., University of Michigan
M.S.N., Simmons College

DALE CARBERRY (2000)

## Education

B.A., Curry College
M.Ed., Bridgewater State College

NAN CHEN (2013)
Natural Sciences \& Mathematics
B.S., M.S., Rensselaer Polytechnic Institute

EDWARD CONWAY (2002)
Natural Sciences \& Mathematics
B.A., Boston College
M.A., Boston University

DONNA DELLO-IACONO (2012)
Nursing
B.S.N., Saint Anselm College
M.S.N., Salem State College

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## Curry College

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## Correspondence Directory

Visitors are always welcome at Curry College.
Arrangements for group visits may be made through the Admissions Office at 1-800-6690686.

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## Curry College

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| :---: | :---: |
| ADMISSION, CAMPUS VISITS, INTERVIEWS | Associate Vice President of Admission, Keith Robichaud |
| CONTINUING EDUCATION | Provost, Dr. Robert Shea |
| EVALUATION OF CREDITS, ACADEMIC RECORDS | Registrar, June Koukol |
| FACULTY AND STUDENT ACADEMIC MATTERS | Provost, Dr. Robert Shea |
| STUDENT FINANCIAL SERVICES | Associate Vice President of Financial Aid, Stephanny Elias |
| FINANCIAL MATTERS | TBD |
| GIFTS, BEQUESTS, AND ALUMNI/PARENT RELATIONS | Interim Vice President of Institutional Advancement, Liz Matson |
| PUBLIC RELATIONS | Interim Vice President of Institutional Advancement, Liz Matson |
| GRADUATE STUDY, MASTER OF CRIMINAL JUSTICE | Director, Adam Stearn |
| GRADUATE PROGRAMS IN BUSINESS \& ACCOUNTING | Directors, Anthony Fabrizio and Debra Petrizzo |
| GRADUATE PROGRAMS IN EDUCATION | Director, Giordana Basta |
| GRADUATE PROGRAMS IN NURSING | Director, Julie Grady |
| STUDENT PERSONNEL MATTERS, RESIDENCE LIFE, COUNSELING | Vice President of Student Affairs Erik Muurisepp |

## Accreditation

## THIS EDITION OF THE CURRY COLLEGE CATALOG SUPERSEDES ALL PREVIOUS EDITIONS, AND IS SUBJECT TO CHANGE WITHOUT NOTICE.

Curry College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied though a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

## New England Commission of Higher Education

3 Burlington Woods Drive, Suite 100
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E-Mail: info@neche.org
Granting the degrees of Bachelor of Arts, Bachelor of Science, Master of Business Administration, Master of Science in Accounting, Master of Education, Master of Arts in Criminal Justice, and Master of Science in Nursing under the authority of the Commonwealth of Massachusetts, Curry is officially recognized by the United States Department of Education and is listed in the Department's Higher Education Directory. The School of Nursing baccalaureate program pre-licensure tracks are approved by:

## Curry College

The Massachusetts Board of Registration in Nursing
39 Causeway Street, Suite 500
Boston, MA 02114
617.727.9961

The baccalaureate degree program in nursing and master's degree program in nursing at Curry College are accredited by :

The Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
202-887-6791
The School of Nursing pre-licensure tracks, traditional and ACCEL, are approved by:

## Diversity Statement

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

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

Also, the following policy statement was approved unanimously by the Curry College Board of Trustees on May 17, 1985.
"As members of a college community which is committed to the development of abilities and values that can lead to a lifetime of personal and professional fulfillment within an environment of positive challenge, support, and friendliness, we shall not tolerate sexual harassment in any form. We recognize this type of unwelcomed behavior not only as a form of sexual discrimination, and therefore illegal, but, more importantly, as an infringement of human rights which adversely affects the relationships between all members of the college community - students, faculty, and staff alike. At Curry College, sexual harassment is

## Curry College

defined as the attempt to subject an individual to unwanted sexual attention, physically or verbally; or to coerce an individual into a sexual relationship or to punish the failure to comply; or to create a sexually intimidating environment wherever an individual lives, learns, or works."


[^0]:    Human Resources A. Fabrizio/A. Graziano Management Information Systems Minor S. Cooray

    Internships (for Business Administration) A. Fabrizio/M. Perrault Business Administration Minor A. Fabrizio

    Marketing Minor A, Fabrizio

[^1]:    * Courses that must be completed before NSG 3132: Population Health in the Community

[^2]:    Fall and Spring Semesters

