

Curry College
2026-2027 Catalog

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Academic Calendar



ACADEMIC CALENDAR 2026-2027
Calendar subject to change due to external factors

Fall Semester 2026

Traditional Undergraduate Students

New Student Check-In/Move-In Day	Thurs., Aug. 27
New Student Welcome Weekend	Thurs., Aug. 27 - Sun., Aug. 30
Academic Convocation	Fri., Aug. 28
Returning Student Check-In/Move-In Day	Sun., Aug. 30
Residence halls open for returning students	Sun., Aug. 30
Classes begin	Mon., August 31, 7:00 a.m.
Labor Day, no classes, Offices closed*	Mon., Sept. 7
Course Add/Drop deadline	Tues., Sept. 15
Indigenous Peoples' Day, no classes**, Offices closed*	Mon., Oct. 12
Mid-term grades deadline	Wed., Oct. 14
Course selection for Spring 2027	Mon., Oct. 26- Fri., Nov. 6
Online Registration for Spring 2027	Mon., Nov. 2 - Fri., Dec. 4
Wednesday class schedule in effect	Tues., Nov. 10
Veterans Day observed, no classes**, Offices closed*	Wed., Nov. 11
Course withdrawal deadline	Fri., Nov. 13
Grade/Pass/Fail declaration deadline	Fri., Nov. 13
Thanksgiving Recess, no classes**	Wed., Nov. 25 - Sun., Nov. 29
Offices* and residence halls close at noon on	Wed., Nov. 25
Residence halls reopen	Sun., Nov. 29, 12:00 p.m.
Classes end	Mon., December 14, 10:00 pm
Reading Day	Tues., Dec. 15
Final Examinations	Wed., Dec. 16-Sat., Dec. 19, 10:00 p.m.
Residence halls close	Sun., Dec. 20, 12:00 p.m.
(Subject to change in the event of snow days; Students must leave res. halls no later than 24 hrs. after last scheduled exam)	
Final Exam Snow Day (if needed)	Mon., Dec. 21
Final grade submission deadline	Thurs., Dec. 24, 10:00 p.m.
Offices closed*	Thurs., Dec. 24 - Sun., Jan. 3
Offices reopen*	Mon., Jan. 4

Fall Semester 2026

CE/GRAD 8-week Term I & Term II

Term I classes begin	Mon., August 31
Labor Day, no classes, offices closed	Mon., September 7
CE Term I Grade/Pass/Fail declaration deadline	Sat., October 10
CE Term I Course Withdrawal deadline	Sat., October 10
Indigenous Peoples' Day, classes held	Mon., October 12
Term I classes end	Sat., October 24
Term II classes begin	Mon., October 26
Veterans Day, classes held	Wed., November 11
Thanksgiving Recess, no classes	Wed., Nov. 25-Sun., Nov. 29
CE Grade/Pass/Fail declaration deadline	Sat., December 5
Course Withdrawal deadline	Sat., December 5
Term II classes end	Sat., December 19

Winter Intersession 2027

Classes held	Mon., Jan. 4 - Sun., Jan. 24
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Spring Semester 2027

Traditional Undergraduate Students

Martin Luther King Jr. Day, no classes**, Offices closed*	Mon., Jan. 18
Residence halls reopen	Sun., Jan. 24
Check-In/Move-In Day, all students	Sun., Jan. 24
Classes begin	Mon., Jan. 25, 7:00 a.m.
Course Add/Drop deadline	Tues., Feb. 8
Presidents' Day, no classes**, Offices closed*	Mon., Feb. 15
Residence halls close	Fri., March 12, 7:00 p.m.
Spring Recess, no classes**	Sat., Mar. 13 - Sun., Mar. 21
Residence halls reopen	Sun., Mar. 21, 12:00 p.m.
Mid-term grade submission deadline	Wed., Mar. 24
Course selection for Fall 2027	Mon., April 5 - Fri., April 16
Online Registration for Fall 2027	Mon., April 12 - Fri., May 7
Patriots Day, classes held, offices closed*	Mon., Apr. 19
Course withdrawal deadline	Fri., Apr. 23
Grade/Pass/Fail declaration deadline	Fri., Apr. 23
Classes end	Mon., May 10, 10:00 p.m.
Reading Day	Tue., May 11
Final Examinations	Wed., May 12 - Sat., May 15, 10:00 p.m.
Residence halls close	Sun., May 16, 12:00 p.m.
(Students must leave res. halls no later than 24 hrs. after last scheduled exam)	
Senior grades due 48 hours after scheduled	
Exam, No later than:	Mon., May 17, 10:00 p.m.
Final grade submission deadline (not seniors)	Thurs., May 20, 10:00 p.m.
School of Nursing Pinning Ceremony	Sat., May 22
Commencement	Sun., May 23

Spring Semester 2027

CE/GRAD 8-week Term III & Term IV

Term III classes begin	Monday, January 25
President's Day, classes held	Mon., February 15
CE Term III Grade/Pass/Fail declaration deadline	Sat., March 6
CE Term III Course Withdrawal deadline	Sat., March 6
Term III classes end	Sat., March 13
Term IV classes begin	Mon., March 15
Patriots Day, classes held	Mon., April 19
CE Term IV Grade/Pass/Fail declaration deadline	Sat., April 24
CE Term IV Course Withdrawal deadline	Sat., April 24
Term IV classes end	Sat., May 8

Summer Session 2027

Summer I classes begin	Mon., May 24
Memorial Day, no classes, offices closed	Mon., May 31
Juneteenth, no classes, offices closed	Fri., June 18
CE Grade/Pass/Fail declaration deadline	Sat., June 26
Course Withdrawal deadline	Sat., June 26
Independence Day, no classes, offices closed	Mon., July 5
Summer I classes end	Sat., July 10
Summer II classes begin	Mon., July 12
CE Grade/Pass/Fail declaration deadline	Sat., Aug. 14
Course Withdrawal deadline	Sat., Aug. 14
Summer II classes end	Sat., Aug. 28

* Office staff should check with supervisor.
** C.E. accelerated eight-week classes held during this time. Please consult with CE/Grad Studies for details.

Academic Calendar 2026-2027

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 Associate of Science in Nursing, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Master of Arts in Criminal Justice, Master of Education, Master of Business Administration, Master of Science in Accounting, Master of Science in Computer Science, Master of Science in Marriage & Family Therapy, and Master of Science in Nursing degrees. The quality and character of the College's curriculum and programs are regularly evaluated in light of the Curry College statement on educational goals.

Many academic and social programs enrich and facilitate the Curry education. The Program for Advancement of Learning, Social Achievement in Learning Program, Curry Catalyst, and Curry Compass 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 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, not-for-profit, independent institution offering 28 majors and 55-plus minors and concentrations leading to baccalaureate degrees, and offering graduate degrees in accounting, education, computer science, criminal justice, business administration, marriage & family therapy 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 19 NCAA division III athletic teams to an outstanding theatre program. The College also offers the associate of science in nursing degree including a fast-track option for those who are licensed practical nurses.

The student body has experienced significant enrollment growth and now consists of approximately 1,600 traditional undergraduate students, and nearly 900 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 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, New England Patriots, and New England Revolution. 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; the 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.

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 computer labs equipped with both Macintosh computers. In 2020, further updates were made to the Kennedy Building including the construction of a ThinkTank Design Studio. The building also houses the Exercise Science lab and Nursing simulation labs, skills, labs, debrief rooms, and classrooms were renovated in summer 2026 to welcome the College's new Associate of Science in Nursing program.. 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. The Labouré Center for Advancing Healthcare Opportunities opened on the South Campus in 2026.

Also on the South Campus is the Alumni Recreation Center (ARC)/South Side Tavern serves as multi-purpose 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 co-curricular programs and services, this new facility provides exceptional opportunities for recreation, social interaction, student activities and entertainment. Athletic facilities within the new student center include a gymnasium, athletic and general use locker rooms, and a fitness center offering cardio equipment, nautilus machines, free weights, and an aerobics studio. Additional features of the facility include: an expanded dining marketplace with a food court style servery; informal and late night food service areas; a sports café with pub style seating and flat screen TVs; a café with coffee house atmosphere; a student lounge with fireplace and living room atmosphere; a game room with billiards and other amusements; a quiet lounge for relaxed study; student services, Student Government Association and student club offices and meeting areas; a chapel for spiritual life programming and quiet prayer or reflection; a campus post office and copy and supply center with a full range of services; a bookstore with expanded space for texts and general merchandise; a tribute to the legacy of Joseph and Frieda Drapkin; and an amphitheatre style, multipurpose outdoor gathering space on Westhaver Park. The 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 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. Multi-functional spaces within the hall can be utilized for traditional classroom learning, as study halls for both group and individual study, tutoring sessions, and other co- and extracurricular purposes as opportunities arise.

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.

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 their 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 their high school diploma has been awarded.

TRANSFER STUDENTS

Each September and January, Curry College admits and welcomes transfer students. (Applications for transfer into the School of Nursing 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 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 final official transcripts prior to the student's matriculation. If extenuating circumstances prevent this, the final transcript must be sent directly to the Registrar's Office by the end of the first semester the student is enrolled at Curry College. The College may not accept credits in transfer if the transcript is received after the first semester.

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

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

Applicants to the School of Nursing 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 not passed and/or repeated the applicant will not be considered for admission to the School of Nursing.

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

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

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

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

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

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

Transfer credits within the Criminology & Criminal Justice major will be accepted only from regionally accredited institutions.

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

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 Continuing Education. 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.

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

Support Services

Support Services

Advising and Academic Success

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

The following goals of the Office of Advising & Academic Success are based on the tenets of proactive, holistic, appreciative advising:

- Support faculty advisors and students with the advising and registration processes, including but not limited to, schedule creation for each semester, major declaration, and advising and registration tools and resources, etc.
- 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, study skills strategies, counseling, conflict resolution skills, accommodations, and instructional technology assistance.
- Encourage students to establish meaningful connections with their faculty advisor and to become involved in the campus community by participating in co-curricular activities and programs.

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 & 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.

Career and Experiential Learning

Career and Experiential Learning (CXL) offers students individualized attention to assist in developing a career path tailored to students' interests, strengths, and goals. Students can receive career advising, resume development, graduate school advising, job search strategy planning, practice with interviewing and much more. Career and Experiential Learning helps students become career ready to have a lifetime of career success.

The Curry Commitment Program

The Curry Commitment is a four-year program designed to support students as they prepare to enter the workforce by integrating career readiness programming and experiential learning opportunities into the undergraduate experience*. Built on the National Association of Colleges and Employers (NACE) Career Readiness Competencies, the program emphasizes career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology.

Through this program, students will receive support and services that prepare them to take the next steps towards their career shortly after graduation. Some of those resources include experiential learning through an internship in a related field or research project, career counseling, resume and cover letter workshops, interview skills training, and job search support.

Students opt-in to participate in the program and are required to participate in the program for all four years of their undergraduate experience. Any student who does not receive a job offer or is not accepted into graduate/professional school within six months after graduating, will be eligible for one of the following options:

- The student will have their federal student loans paid for up to 12 months while they continue to work with a Curry Career Advisor; or
- The student will be provided a paid internship in an organization aligned with their field of study for up to 12 months while they continue to work with a Curry Career Advisor; or
- Tuition will be waived for up to six (6) graduate credits at Curry College, which participants may take as a non-matriculated student.

Students will be expected to:

- Achieve a minimum cumulative grade point average of 2.8/4.0 by the time of graduation
- Complete an approved internship or experiential learning experience
- Participate in career development workshops and events
- Begin their job search by the start of their final semester
- Meet any legal or regulatory requirements of chosen field.

**Transfer students who enroll at Curry with less than 30 credits may be eligible for this program.*

Eligible students must complete an agreement form with Career and Experiential Learning (CXL) to opt-in to this program.

Internships

Career and Experiential Learning (CXL) helps students integrate work experience into their college education. Students pursue internships in one of two ways: for academic credit, in partnership with Curry faculty, or not for credit (for example, over the summer), with support from CXL.

Internships are a form of experiential learning that allows students to apply classroom learning in real-world settings, build professional networks, and gain hands-on experience in a supervised setting. Extensive opportunities are available in the Greater Boston area and beyond, with support from Curry faculty and/or CXL staff.

For students seeking academic credit, up to 30 internship credit hours may be completed in total, with a maximum of 15 credits in any one semester. Prerequisites vary by academic area, so students should contact their department's faculty internship coordinator for details, or email careerdevelopment@curry.edu to help identify the right contact. Sophomore standing is typically required, and, depending on the department, a minimum 2.50 cumulative GPA is expected. To receive credit, a student submits an online application through the MyCurry portal, confirms an approved site and schedule, develops learning goals with their site supervisor, and submits a final Learning Contract. Guidelines are available on the MyCurry Portal under Career and Experiential Learning. Students interested in an internship not for academic credit can work with CXL through the CXL Summer Internship Program, which offers support throughout the search and the internship experience.

International Student Services

The Office of International Student Services (ISS) supports Curry College's international student community from admission through graduation and beyond. The office serves as a primary resource for students studying in the United States on F-1 visas, providing guidance on immigration regulations, maintaining legal status, employment authorization, travel, and other immigration-related matters. ISS also serves as the College's liaison with U.S. government agencies responsible for international student regulations and ensures institutional compliance with federal reporting requirements.

Beyond immigration advising, ISS is committed to helping international students successfully transition to life at Curry College and thrive academically, socially, and culturally. The office provides orientation programs, educational workshops, and individualized support designed to help students navigate campus resources, understand employment opportunities available under F-1 regulations, and engage fully in the Curry community. International Student Services works closely with students throughout their academic journey, fostering a welcoming and inclusive environment that promotes student success, personal growth, cross-cultural understanding, and global engagement.

For additional information, contact the Office of International Student Services at international@curry.edu.

Study Abroad

Curry College is committed to providing transformative learning experiences that extend beyond the traditional classroom. Through the Office of International Student Services and Global Programming, students have opportunities to study abroad in programs that support their academic, personal, and professional growth. These experiences allow students to gain new perspectives, develop intercultural competencies, build confidence, and deepen their understanding of an increasingly interconnected world.

Students may participate in a variety of study abroad programs, including semester-long and summer programs at partner institutions, programs offered through approved third-party providers, and short-term faculty-led experiences during January term, Spring Break, or summer sessions. These opportunities enable students to earn academic credit while experiencing different cultures, educational systems, and environments. Many programs can be integrated into a student's degree plan and may fulfill major, minor, elective, or Curry Core requirements with appropriate academic approval.

Study abroad offers significant educational benefits, including increased global awareness, adaptability, independence, problem-solving skills, and intercultural competence. Students have opportunities to connect classroom learning with real-world experiences, explore new academic interests, and develop skills valued by employers and graduate schools.

Students interested in studying abroad should consult with the Director of International Student Services and Global Programming early in their academic planning process. Eligibility requirements generally include the completion of at least 24 college credits, a minimum cumulative GPA of 2.5, and good academic, financial, and disciplinary standing with the College. Some programs may have additional requirements based on the host institution or program provider.

For additional information regarding study abroad opportunities, students should contact the Office of International Student Services and Global Programming at studyabroad@curry.edu or visit the Study Abroad portal through the myCurry Quick Launch menu.

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 and Peer Tutors have been recommended by faculty to serve in this role. By leveraging the knowledge and experience of Peer Tutors, students can receive personalized assistance. To make the most of the tutoring sessions, students are encouraged to come prepared with specific questions or topics they need help with. This ensures that the time spent with the Peer Tutor is focused and productive. This collaborative approach aims to enhance academic performance and fosters a supportive learning environment.

Louis R. Levin Memorial Library

The Levin Library is an accessible, responsive, and open place that serves all Curry College's students, faculty, and staff. Our focus is student success; achieved through our physical and virtual spaces, dedicated and personalized services, and our information literacy instruction which promotes knowledge creation and lifelong learning.

Spaces within the library are designed for all learning types. The building's lower level is our silent study area furnished with carrels, private nooks, and small tables. Our main floor is equipped for more collaborative work with meeting tables, shared LED TV monitors, a makerspace, and more. Hours during the academic year include nights and weekends, with extended hours added during final exam periods.

The Levin Library services include in-person and virtual "Ask a Librarian" research assistance, which allows students to interact with librarians via live chat, email, screen sharing, and other methods of contact. No library can possess every resource, and for items not found at Levin Library, students can utilize our Interlibrary Loan service to obtain materials from libraries across the globe. The library also provides wireless color printing services as well as computers for community use.

The library collection supports Curry's undergraduate and graduate programs with a relevant collection of books available online and in print, as well as a robust electronic collection of journals, streaming media and databases for all disciplines. Students can access these resources 24 hours through the library website whether on or off campus.

The Levin Library's Information Literacy (IL) program supports the curriculum through close, collaborative relationships with faculty. The IL program provides introductory classes, makerspace instruction, and classes focused on assignments in all disciplines.

The library prides itself on fostering an open and welcoming environment for everyone in the Curry community and is dedicated to helping students on their journey to graduation and beyond.

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. 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 last-minute requests.

Accessibility Services

The Office of Accessibility Services is committed to promoting an accessible, equitable, and inclusive learning environment at the College for all undergraduate, graduate, and continuing education students with disabilities as defined by applicable disability laws. Examples of these disabilities may include diagnosed learning disorders; hearing, visual, and mobility-related impairments; physical and mental conditions; and certain temporary disabilities. This office collaborates with other College departments to assist qualified students with a disability who request a reasonable accommodation, including, but not limited to, academic and residential accommodations or accommodations in college dining facilities. Some examples of accommodations relating to dining facilities may result from a student's food allergies or other dietary conditions. A few examples of residential accommodations include first floor or elevator access, single dorms, or auditory or visual safety alarm. Some examples of academic accommodations are listed further below.

In accordance with applicable disability laws, students who are qualified individuals with disabilities as defined by law may request reasonable accommodations which afford them an equal opportunity to use or participate in the College's programs, activities, and facilities. The Office of Accessibility Services works with each student on an individual basis to determine and implement appropriate and reasonable accommodations, and auxiliary aids and services. The College will provide reasonable accommodations, unless they would present an undue administrative or financial burden to the College, compromise the integrity of an academic program, or make a fundamental alteration to the nature of the College program or activity.

This office reviews and evaluates student requests for accommodation on an individual basis and collaborates with other College departments as necessary. If a requested accommodation presents an undue burden or makes a fundamental alteration to the College program or activity, the College will attempt to propose alternative solutions or accommodations which do not create such a hardship or alteration. The College will work in good faith with the student requesting the accommodation to determine the availability or an acceptable alternative.

Academic accommodations may include, but are not limited to:

- Note taking support
- Permission to record lectures
- Lecture materials in enlarged print
- Additional time to complete exams or quizzes
- Quiet, distraction-reduced testing location
- Use of hand-written responses rather than computerized answer sheet
- Use of computer for essay questions

Auxiliary aids and services may include, but are not limited to:

- Textbooks in alternative format
- Text-to-speech software (e.g. Kurzweil 3000)
- Speech-to-text software (e.g. Otter.ai)

- Assistive listening devices (e.g. FM System)
- On-campus housing accommodations
- Dining hall accommodations

Assistance Animals

The College maintains a Policy on Assistance Animals to address requests from qualified individuals with disabilities for reasonable accommodations that require the presence of animals on college property. For more information on Emotional Support Animals or Service Animals please visit either the Office of Accessibility Services page located on the Curry College website, or the Office of Accessibility Services page located in the myCurry portal, under the Academic Support tab. To learn more about deadlines, policies, and procedures to request reasonable accommodations, please visit the Office of Accessibility Services page on the Curry College website.

Labouré Center for Advancing Healthcare Opportunity

The Labouré Center for Advancing Healthcare Opportunity, part of Curry College's School of Nursing and Health Sciences, is dedicated to supporting the nursing education of working adults—especially those from underserved populations - to become exceptional healthcare professionals who reflect the diversity of their communities. The Center's mission is deeply rooted in the legacy of Labouré College, which, for over 130 years, provided transformative nursing and healthcare education for working parents, immigrants, and incumbent healthcare workers. The Labouré Center, located in the Cottage next to the School of Nursing and Health Sciences in the Kennedy Building, houses dedicated staff who will provide support such as tutoring, advising and academic success, IT support, social and emotional support and care as well as many other resources designed to meet the needs of students who are balancing full-time professional work and family commitments, and continuing learners (students who are working towards finishing a degree after time off).

Program for Advancement of Learning (PAL)

The Program for Advancement of Learning (PAL) at Curry College is a nationally recognized academic program designed for college students who learn differently. Grounded in the values of the neurodiversity movement, PAL embraces cognitive diversity as an asset and empowers students through coursework that is personalized, credit-bearing, and intellectually rigorous.

Students enrolled in PAL engage in one-on-one or small group seminars that are structured to deepen self-awareness and build advanced academic strategies. These courses emphasize essential areas such as critical reading, executive function, metacognition, organization, and time management, always through a strengths-based lens that honors individual learning profiles.

PAL also integrates technology to enhance learning in meaningful ways. Each student has access to tools and apps that support productivity, and the PAL Assistive Technology (AT) Center offers personalized instruction to ensure students use these resources effectively and confidently.

At its heart, PAL is about academic growth, personal empowerment, and belonging. It's not a service, it's a credit-bearing academic experience rooted in authentic relationships with faculty, individualized instruction, and the understanding that different ways of learning are not only valid, but vital.

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

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

After the first year, PAL students are given the option to continue in one of the following 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.

Social Assistance in Learning (SAIL)

The SAIL program at Curry College is designed to support students with neurodiverse profiles who exhibit college readiness and independent living skills but benefit from enhanced social skill development. As a fee-based initiative, the program requires students to undergo a thorough application and interview process to participate.

The core objective of the SAIL program is to foster deeper engagement in campus life by providing tailored support for the development of interpersonal skills throughout students' academic journeys. Participants receive comprehensive assistance to immerse themselves fully in college life, ranging from joining clubs and activities to securing internships. Social coaching is a fundamental component of the program, with a focus on areas such as interpreting social cues, problem-solving, and effective communication with faculty and peers. This coaching is designed to equip students with the skills necessary to navigate various social scenarios confidently.

The program offers additional services that include housing in a low-sensory residence hall, early move-in options to help students acclimate to campus life, specialized orientation activities to ensure a smooth transition to higher education, and developmental tailored workshops. Active participation in a wide range of campus activities, including both small and large group events, is encouraged to further enhance social development. The SAIL program is committed to affirming neurodiversity and strives to build an inclusive and supportive community on the Curry College campus, fostering a sense of belonging and empowerment for all participants.

Curry Catalyst

Curry Catalyst is a one-year transition-focused program at Curry College designed for students who benefit from additional support as they prepare for the academic and social expectations of college. Catalyst recognizes cognitive diversity as an asset and provides a structured environment in which students can build skills related to executive functioning, self-awareness, and academic readiness. Students engage in coursework that emphasizes time management, organization, goal setting, self-advocacy, and foundational academic skills such as reading, writing, and critical thinking, delivered through small group and individualized instruction. The program integrates experiential learning opportunities and encourages participation in campus life, with structured support to help students navigate and reflect on these experiences. A central component of Catalyst is the development of independence, supported through ongoing coaching and mentorship as students build routines, confidence, and the ability to manage college expectations. Catalyst is a fee-based program that offers an individualized approach to college readiness, with the goal of preparing students to transition into degree-seeking coursework at Curry College or another institution.

Compass

Compass at Curry College is a 2-year certificate program for students with intellectual disabilities who are seeking a college-based experience focused on career development, independent living, and community engagement. Grounded in the principles of inclusion and neurodiversity, Compass provides a structured and supportive environment that affirms student strengths while promoting growth and skill development. Students participate in a combination of credit-bearing and non-credit coursework focused on areas such as workplace communication, problem-solving, financial literacy, self-advocacy, and decision-making, with instruction delivered through small group settings and individualized support. Career development is a central component of the program, with students engaging in internships and work-based learning opportunities aligned with their interests and supported by coaching and mentorship. Compass students are active members of the Curry College community and are encouraged to participate in campus life, while also developing independent living skills such as managing schedules, building routines, and navigating campus resources. The program is fee-based and designed to provide a comprehensive and individualized college experience that supports students in building confidence, independence, and a sense of belonging as they prepare for life beyond college.

Academic Policies & Procedures

Academic Policies and Procedures

The Registrar's Office

The Registrar's Office 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 Registrar's Office, 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.

FERPA (THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)

Scope

This policy applies to all education records maintained by the College for individuals who are currently enrolled or who were previously enrolled as students.

Definitions

Student: any individual who is or has been in attendance at an educational institution.

Education Records: Education records are records that:

- Are directly related to a student, and
- Are maintained by the College or a party acting on its behalf.

Examples include academic records, transcripts, advising records, and disciplinary records.

Students' 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 provide written consent before the College discloses personally identifiable information contained in educational records, except to the extent that FERPA authorizes disclosure without consent as described below.

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.

FERPA (THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)

4. Each new student is offered the opportunity to grant their parents or necessary third parties digital access to their educational records as a FERPA Proxy. This authorizes Curry to provide access to the student's grades and other information from their education records to those individual(s). This consent remains in effect until the Proxy access is removed or expires. Students may set up a FERPA Proxy at any time. Students who choose not to set up a Proxy are urged to inform their parents and/or necessary third parties of their decision.
5. 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:

U.S. Department of Education
 Student Privacy Policy Office
 400 Maryland Ave, SW
 Washington, DC 20202-8520

Permissible Basis to Disclose Education Records without Consent

The non-exhaustive list of exceptions to FERPA, which are circumstances when the College can disclose educational records without the student's consent. Specifically, the disclosure of:

- Directory Information as defined below
- Information to facilitate student's transfer to another institution where the student seeks or intends to enroll
- Information to parents of a student who is claimed as a dependent for federal income tax purposes
- Information to facilitate the determination of the student's eligibility for financial aid
- Information for accrediting organizations
- Information to comply with a lawfully issued subpoena or court order
- Information in connection with a health or safety emergency

Directory Information

- Student name
- Address
- Date of birth
- Birthplace
- Major or program of study
- Enrollment status (full-time or part-time)
- Dates of attendance
- Degrees and awards received
- Participation in officially recognized activities and sports
- Weight and Height of athletes
- Most recent educational institution attended

Parental Access to Records

Parents or legal guardians do not have an automatic right to access a student's education records once the individual becomes a student.

Access may be granted only if:

- The student provides written consent, including the designation of a FERPA Proxy,

FERPA (THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)

- The parent or legal guardian demonstrates the student is claimed as a dependent for federal income tax purposes, or
- Any other reason that constitutes an exception to FERPA arises.

Recordkeeping

The College maintains a record of requests for access and each release of education records as required by FERPA unless the disclosure falls within an exception to this requirement, which includes disclosures to a school official, a parent or student, a person with written consent, or a person requesting directory information. Students may inspect a disclosure record upon request.

Students who wish the College to withhold Directory Information must notify the Registrar in writing within 14 calendar days after the first day of the semester. Request forms are available at the Registrar's Office.

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:

Registrar's Office
Curry College
1071 Blue Hill Avenue
Milton, MA 02186

Academic Transcripts

Requests for student academic transcripts must be made in writing to the Registrar's Office 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 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.

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 Registrar's Office. Failure to notify the Registrar's Office 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 undergraduate 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.

Full-time graduate students register for at least 6 credits per semester.

Students who wish to change their status from full-time to part time must notify the Registrar's Office 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
- or
2. Propose an Individually Initiated Major

Continuing Education Students

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

Class Standing

Class standing is determined as follows:

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.

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 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)
W		Withdrawal; course was dropped after the end of the official Add/Drop period and prior to the designated withdrawal deadline
AU		Audit (no effect on GPA)
CEU		Continuing Education Unit
NG		No Grade
PP		Proficiency Credit (no effect on GPA; credits count toward graduation)
PX		Proficiency Failure (no effect on GPA; no credit earned)
SP		Special; Credits awarded for prior learning via Equivalent Education process
TCR		Transfer Credit

Grading Scale

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

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

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.

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 and file a request through the Registrar's Office 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 Registrar's Office.

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 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

I. ASSOCIATE OF SCIENCE IN NURSING (ASN) REQUIREMENTS: 71 CREDITS
A. Related Requirements
B. Nursing Major requirements as listed
C. 2.00 cumulative GPA
II. BACHELOR OF ARTS (B.A.) REQUIREMENTS: 120 CREDITS
A. Curry Core - General Education Curriculum
B. Major requirements as listed, or Individually Initiated Major
C. 2.00 cumulative GPA
III. BACHELOR OF SCIENCE (B.S.) REQUIREMENTS: 120 CREDITS
A. Curry Core - 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).
IV. CANDIDATES FOR GRADUATION FROM A BACHELOR'S DEGREE PROGRAM AT 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.
V. STUDENTS MAY FOLLOW AN EDUCATIONAL PROGRAM BASED ON ANY OF THE CATALOGS IN EFFECT WHILE THEY ARE MATRICULATED STUDENTS AT THE COLLEGE. NURSING STUDENTS WILL FOLLOW THE EDUCATIONAL PROGRAM IN EFFECT WHEN THEY ENTERED AS FIRST YEAR STUDENTS; TRANSFER STUDENTS AND OUT-OF-SEQUENCE NURSING STUDENTS WILL FOLLOW THE EDUCATIONAL PROGRAM FOR THE CLASS WHICH THEY ARE JOINING.

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

TRANSFER STUDENT Requirements

Students who transfer into the College must meet Curry Core 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. All prerequisite requirements apply regardless of transfer category unless noted below.

CATEGORY 1: 0-29.5 TRANSFER CREDITS		
Transfer students with fewer than 30 credits in transfer should follow the Curry Core - <u>General Education Curriculum</u> . Students who transfer 15 or more earned credits are encouraged, but not required, to complete GEN 1001.		
CATEGORY 2: 30-45.5 TRANSFER CREDITS		
12 credits Reading, Writing, Research I and II, Core Communication, and Quantitative Literacy		
3-4 credits Science Breadth		
3 credits Arts Breadth		
3 credits Humanities Breadth		
3 credits Social Science Breadth		
3 credits International/Global (must be outside the major)*		
3 credits Diversity/Inclusion (must be outside the major)*		
3 credits Curry Core Capstone		
Wellness		
Active Learning		
One course Reading/Writing Enhanced		
One course Quantitative Literacy Enhanced		
One course Information Literacy Enhanced		

*Outside the major is defined as satisfying no major requirements. Major requirements include pre-requisites, related requirements, major core courses, and courses taken to complete concentrations.

CATEGORY 3: 46-59.5 TRANSFER CREDITS		
3-4 credits Science Breadth		
3 credits Arts Breadth		
3 credits Humanities Breadth		
3 credits Social Science Breadth		
3 credits International/Global or Diversity/Inclusion		
3 credits Curry Core 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 Breadth, Arts Breadth, Humanities Breadth, Social Science Breadth, International/Global and/or Diversity/Inclusion		
3 credits Curry Core 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

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 Curry Core 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. Criminology & 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 in the Registrar's Office.

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 Registrar's Office. 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.
- 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 2019, 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 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.
- 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.

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 Registrar's Office 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 Registrar's Office.

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 \$1,633/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 Registrar's Office.

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 Registrar's Office.

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 6th 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.**

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

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

Good Academic Standing

An undergraduate, degree-seeking student, whether full-time, part-time, and/or enrolled through Continuing Education, is in good academic standing when they meet two standards as measured by cumulative grade point average (GPA) and cumulative attempted credits.

Academic Standing Measured by Grade Point Average

Bachelor's Degrees (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration):

A Bachelor's degree student is in good academic standing when their 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 Continuing Education, will be evaluated at the end of each Fall and Spring semester.

Associate Degrees (Associate of Science in Nursing):

An Associate degree student is in good academic standing measured by Grade Point Average when their cumulative GPA is at least 2.0.

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 Continuing Education, will be evaluated at the end of each Fall and Spring semester.

Academic Standing Measured by Cumulative Credits

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

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

Academic Concern

A student is placed on Academic Concern 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 Concern may be required to subscribe to an individualized achievement plan.

Academic Notice

A student is placed on Academic Notice 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 Academic Notice is expected to meet the standards for good academic standing by the end of the notice 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 notice semester is subject to academic separation from the College.

Participation in Varsity Athletics

A student placed on Academic Notice is not permitted to participate in varsity athletics during the notice 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 notice, based on both undergraduate and graduate level criteria as appropriate below.

D. Graduate Academic Standing Policy

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

Good Academic Standing

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

Minimum Grade in Each Course

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

Minimum Grade Point Average

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

Cumulative Credits

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

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

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

Academic Review

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

Academic Eligibility for Financial Aid

Unsatisfactory academic performance may result in the loss of financial aid eligibility. Students should consult the Financial Aid Satisfactory Academic Progress Policy (See the Financial 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 Separation

A student is subject to separation from the College if their academic record does not meet the standards for good academic standing during the semester of Academic Notice. A student on Academic Separation is expected to be ineligible for readmission 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, an Academic Success Coordinator, or an academic advisor.

F. Academic Reinstatement

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

G. Academic Petitions

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

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

Steps in the Grade Appeals Process:

1. The appeals process must begin by the student and course instructor meeting to discuss the subject of the appeal within thirty (30) days of the start of the subsequent semester, with the assumption that the documentation of the argument lies with the student. If the instructor is no longer employed by the College, the student, with the assistance of the Academic Success Coordinator, may initiate the process with Step 3, below.
2. The instructor must respond in writing to the student with in two (2) weeks of this meeting, either with a decision that may include conditions agreed upon in the meeting for resolution of the problem, or by submitting a Grade Change Form to the Registrar's Office.
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 limited to athletic events, competitions, academic-related conferences, leadership opportunities, and performances. This policy is only applicable where students are representing the college in an official capacity and does not include activities incidental, such as team practices, rehearsals, planning meetings, or class trips, etc.

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

1. work with his or her academic advisor during course selection to develop a schedule that minimize absences

2. provide each instructor, during the first week of class, a written list, of anticipated schedule conflicts. When a schedule conflict is not known during the first week of class, it is the responsibility of the student to notify the instructor, in writing, as soon as the conflict is known.

3. discuss with the instructor an appropriate and satisfactory solution that meets course requirements.

4. The student and instructor should come to an agreement prior to the semester add/drop deadline. It is recommended this agreement be put in writing so all parties have a shared understanding of what was agreed upon.

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

Academic Integrity

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

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

I. Academic Integrity

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

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

1. Academic dishonesty includes:

a) Cheating – is using or attempting to use any materials, information, notes, study aids or other forms of assistance— human, digital or otherwise—during in-class or take-home quizzes, examinations or assignments of any kind without the prior consent of the course's instructor.

b) Plagiarism – is intentionally or carelessly presenting the work, ideas, representations and/or words of another person as one's own, without proper attribution and citations in accordance with academic and discipline-specific standards. This would also include purchasing or using another person's work.

c) Fabrication – is the use of invented, counterfeited, altered or forged information in assignments of any type, without the prior consent of the instructor.

d) Multiple Submission – is the submission of the same or substantially the same work for credit in two or more courses, without the prior written approval by the instructor of the current course. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.

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

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

g) Misuse of Intellectual Property – is the illegal use of 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.

h) AI – (unless stated otherwise by the instructor of record) includes but is not limited to using large language models (LLM's) or other generative AI-tools to produce any aspect of a project or writing assignment, for example: brainstorming; outlining; drafting; or revising.

II. Process for handling alleged violation of this policy

1. Conference with the Student :

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

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

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

c) If the student declines to discuss the matter or attend a meeting with the instructor, or is unavailable for more than ten (10) business days, the instructor will make a determination as to whether a violation of this Policy has occurred and what the appropriate sanction will be.

2. Reporting of Violation:

a) Once an instructor determines that an undergraduate student has violated the Academic Integrity Policy, the instructor will report the violation through the Academic Alert System, which sends a notification to the student, and the Academic Success Coordinator in the Academic Provost'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 Provost's office will maintain these files in the event of any future violations of the Academic Integrity Policy, so that further actions can be taken.

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

a) Revision of Work. A requirement that the student revise or replace the work in which the violation of the Academic Integrity Policy occurred. The instructor may assign a deferred grade pending the replacement or revision of the work.

b) Reduction in Grade. The grade on the assignment or in the course may be lowered.

c) Failure of Course

III. Appeal of an Alleged Violation

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

An appeal not made within the time limit will not be heard unless an exception is made by the College's Assistant Provost for Student Success.

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 Accessibility Services and the Program for Advancement of Learning.

Student-Created Classroom Recordings

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

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

- i. No classroom recordings will occur until the Classroom Recording Agreement form is signed by both the faculty member and the student involved;
- ii. Classroom recordings may not be shared by any means with anyone without the professor's written agreement;
- iii. Classroom recordings may not be uploaded, or made available through any technological medium unless otherwise stipulated in the syllabus;
- iv. Use of the recordings for anything other than the permitted use is strictly prohibited;
- v. All recordings will be destroyed within 7 days of the scheduled final exam at the conclusion of the semester in which the course was taken, unless otherwise stipulated to in writing by the professor.

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

Faculty-Generated Recordings

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

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

Violations may subject the student to disciplinary action.

Classroom recordings do not constitute transfer of copyrighted material.

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 their financial status with the Student Financial Services Office. In addition, all keys, library materials, and other College property must be returned to the proper authorities before official withdrawal can be certified. Until such time as all obligations are met, the College will reserve the right to indicate unofficial withdrawal and the conditions under which the student left the College.

Leave-of-Absence

Students who are in good academic standing with the College may take leaves-of-absence totaling no more than two years and remain in good standing.

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

Throughout the course of the student's leave, their academic record will indicate that they are on leave-of-absence and is in good standing. If a student does not return to Curry after two years of leave, they 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 Registrar's Office, 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 Registrar's Office. 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 separation 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 separation should review the terms of their separation 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;
- 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 Registrar's Office 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 institutions. It also does not apply to any Curry alumnus/ alumna who returns to Continuing Education 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 they expect 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 they have continued their registration and are 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/school the project falls under; if the project does not fall under any of these areas, consult the Provost's Office.
2. Visit the department 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 Registrar's Office 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
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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
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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
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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 Registrar's Office 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.

Online Student Complaint Process

Curry College is committed to students having a positive academic experience regardless of whether they are studying at an on-campus location or virtually. If a student wishes to file a formal academic complaint regarding a College policy or procedure, they should do so by completing the below information. This form is directed to the Associate Provost who reviews and delegates the complaint to the appropriate administrative or academic office to review and respond to the complaint. The online student complaint form can be found at www.curry.edu/complaint.

Continuing Education & Graduate Studies Information

Continuing and Graduate Studies

Continuing and Graduate Studies at Curry College recognizes the dedication of adults committed to advancement through graduate education. Curry offers graduate degree programs, certificate of advanced graduate studies (CAGS), and graduate certificates designed to provide the knowledge, skills, and competencies needed to advance. Our graduate programs are designed to develop critical reasoning, intellectual rigor, and reflective practice. Each program delivers the curricular challenges that inform and cultivate personal and professional development. Knowing that academic success is achieved through high levels of faculty and peer engagement, Curry ensures that graduate students work closely with expert faculty in small, individualized learning environments that nurture the development of creative, highly competent leaders. Through small classes and 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

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, part-time evenings or weekends in hybrid and fully online formats.

A Continuing Education (CE) student is an individual who has officially registered through 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:

MILTON CAMPUS 1071 BLUE HILL AVENUE MILTON, MA 02186-2395	
PLYMOUTH CAMPUS 36 CORDAGE PARK CIRCLE, SUITE #200 PLYMOUTH, MA 02360	
CURRY COLLEGE C/O THE UNIVERSITY CENTER AT MASSASOIT 1 MASSASOIT BLVD. 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 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 not available for open enrollment.

Continuing Education Undergraduate Admission

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

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 admitted into a degree program.

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

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

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

Non-Degree Students

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

International Students

International students are required to be admitted to an undergraduate or graduate degree program as full-time students. Because international student admission, transfer credit, and visa paperwork is complex and takes time to process, the deadline is June 1 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: Log on to the Curry web portal at https://my.curry.edu and click on the Course 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%

Academic and Career Advising

Our Advisors are available to help you make educational decisions as you are considering applying to Curry College and throughout your academic career. Our academic advisors are available by appointment to talk with you about career paths, certificate, undergraduate or graduate degree programs, transfer credit and degree requirements, course selection. To make an appointment, call the Milton campus at (617)333-2364 or Plymouth at (508) 747-2424. You can also reach our advisors by email at: ccce@curry.edu.

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 and Peer Tutors have been recommended by faculty to serve in this role. By leveraging the knowledge and experience of Peer Tutors, students can receive personalized assistance. To make the most of the tutoring sessions, students are encouraged to come prepared with specific questions or topics they need help with. This ensures that the time spent with the Peer Tutor is focused and productive. This collaboration aims to enhance academic performance and fosters a supportive learning environment.

Bookstore

New and used textbooks for all Curry campuses can be purchased online via the Campus Bookstore at www.curry.bkstr.com. If you do not see a listing for your course online, or for students using book vouchers, please contact the Curry Bookstore by email at bookstor@curry.edu. In addition, textbooks for all Curry campuses can be purchased in person at the bookstore located on the second floor of the 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 Admissions Office. Please note, for your protection, passwords are not provided over the telephone nor emailed to any non-Curry Email address.

Curry uses CWIS (Curry's Web Information System) to allow students to complete course evaluations, view grade reports, academic transcripts, course schedules, some financial aid information and personal information. Your Web ID and PIN are provided on the course confirmation prior to the start of each term. Please note, for your protection, passwords are not provided over the telephone nor emailed to any non-Curry email address.

Campus Safety

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

Organization of Departments and Academic Divisions

SCHOOL OF BUSINESS AND TECHNOLOGY

Catherine McCabe, *Dean, School of Business and Technology*

Ishani Tewari, *Chairperson*

Anthony Fabrizio, *Director, Graduate Programs*

DEPARTMENT OF COMMUNICATION

Jayson Baker & John Barrett, *Co-Chairpersons*

DEPARTMENT OF EDUCATION

William Nancarrow, *Interim Chairperson*

CURRY CORE: Curry College's General Education Program

Julia Sloan, *Director*

First-Year Studies

Jennifer Hart, *Coordinator*

Curry Core Capstone

Alan Revering, *Coordinator*

DEPARTMENT OF NATURAL SCIENCES AND MATHEMATICS

Jessica Fry and Elizabeth Wade, *Co-Chairpersons*

Mathematics

Jennifer McNally, *Coordinator*

SCHOOL OF NURSING AND HEALTH SCIENCES

Michelle McMahon, *Dean, School of Nursing and Health Sciences*

Nursing

Jennifer Deneault, *Associate Dean, Nursing*

Sheryl Cifrino, *Assistant Dean, Associate of Science in Nursing Program*

Barbara Pinchera, *Chairperson, Nursing*

Julie Grady, *Director, Master of Science in Nursing*

Karen Doherty, *Coordinator, Traditional Nursing Program*

Julianne Walsh, *Coordinator, ACCEL Nursing Program*

Tonya Boyd, *Coordinator, RN-BS Nursing Program*

Exercise Science

Courtney James, *Coordinator*

Public Health and Wellness

Jacquelyn Murphy, *Coordinator*

PROGRAM FOR ADVANCEMENT OF LEARNING (PAL)

Nicole Parsons & Janis Peters, *Co-Directors*

DEPARTMENT OF PSYCHOLOGY

Eric Weiser & Elizabeth Carey, *Co-Chairpersons*

Brian Massey, *Interim Graduate Director*

DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE

Sandra O'Neil, *Chairperson*

Adam Stearn, *Director, Master of Arts in Criminal Justice (Sabbatical Fall 2026)*

Jennifer Balboni, *Interim Director, Master of Arts in Criminal Justice (Fall 2026)*

DEPARTMENT OF VISUAL & PERFORMING ARTS

Alison Poor-Donahue, *Chairperson*

WRITING PROGRAM

Lindsay Illich, *Coordinator*

Kelly Wheeler, *Writing Center Coordinator*

Programs (Majors and Minors)

MAJORS AND MINORS

At the Bachelor's level, the minimum requirement for a standard major in courses above the introductory level in the subject area is 18 credits; these courses must include a Senior Seminar or capstone course in the subject area. In addition, the major may require a number of prerequisite courses as well as courses outside the major field, not to exceed 30 credits. A minor consists of a minimum of 12 credits above the introductory level with the exception of Biology, Dance, and Mathematics. A minor is not required for graduation. Students may count one course (3 credits) from the core major requirements toward a minor.

ASSOCIATE DEGREES		
<u>Associate of Science in Nursing</u>		

MAJORS: BACHELOR OF ARTS			
<u>Applied Humanities</u>	<u>Elementary Education</u>	<u>Public Relations</u>	
<u>Biology</u>	<u>Media and Communication Arts</u>	<u>Sociology</u>	
<u>Community Advocacy and Justice</u>	<u>Psychology</u>	<u>Special Education</u>	
<u>Criminology and Criminal Justice</u>		<u>Sports Communication</u>	
<u>Early Childhood Education</u>			
Some majors may be supplemented by concentrations in:			
<u>Critical Inequality Studies</u>	<u>Law Enforcement</u>	<u>Survivor/Victim Advocacy</u>	
	<u>Substance Use Counseling</u>		
MAJORS: BACHELOR OF SCIENCE			
<u>Biochemistry</u>	<u>Environmental Science</u>	<u>Graphic Design</u>	
<u>Biology</u>	<u>Exercise Science</u>	<u>Nursing</u>	
<u>Brain and Cognitive Sciences</u>	<u>Forensic Science</u>	<u>Public Health and Wellness</u>	
<u>Computer Science</u>			
MAJORS: BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION			
<u>Accounting</u>	<u>Finance</u>	<u>Marketing</u>	
<u>Entrepreneurship</u>	<u>Management</u>	<u>Sport and Recreation Management</u>	
MINORS			
<u>Accounting</u>	<u>Education</u>	<u>Public Health and Wellness</u>	
<u>Applied Humanities</u>	<u>Entrepreneurship</u>	<u>Public Relations</u>	

MAJORS: BACHELOR OF ARTS			
<u>Art History</u>	<u>Environmental Studies</u>	Radio/Audio	
<u>Biology</u>	<u>Exercise Science</u>	<u>Sales</u>	
<u>Black Studies</u>	<u>Finance</u>	<u>Science Education (Grades 5-8)</u>	
<u>Business Administration</u>	<u>Forensic Science</u>	<u>Social Work</u>	
<u>Business Analytics and Information Systems</u>	<u>Forensics Investigations</u>	<u>Sociology</u>	
<u>Chemistry</u>	<u>Graphic Design</u>	<u>Spanish</u>	
<u>Coaching</u>	<u>International Studies</u>	<u>Special Education</u>	
<u>Communication Studies</u>	<u>Law and Society</u>	<u>Sport and Recreation Management</u>	
<u>Creative Writing</u>	<u>Management</u>	<u>Sports Communication</u>	
<u>Criminal Justice</u>	<u>Marketing</u>	<u>STEM Education (Grades 1-6)</u>	
<u>Critical Inequality Studies</u>	<u>Mathematics</u>	<u>Substance Use Counseling</u>	
<u>Dance</u>	<u>Mathematics Education</u>	<u>Survivor/Victim Advocacy</u>	
<u>Data Analytics</u>	<u>Music</u>	<u>Theatre</u>	
<u>Digital Film and Cinema Studies</u>	<u>Photography</u>	<u>Video Game Studies</u>	
<u>Digital Storytelling</u>	<u>Psychology</u>	<u>White-Collar and Cybercrime</u>	
<u>Economics</u>			
CERTIFICATE IS AVAILABLE IN:			
<u>Restorative Justice Practices</u>			
DESE LICENSURE IS AVAILABLE IN:			
Early Childhood: 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	

MAJORS: BACHELOR OF ARTS			
Elementary: Teacher (1-6)			
GRADUATE PROGRAMS			
<u>Master of Arts in Criminal Justice*</u>	<u>Master of Education*</u>	<u>Master of Science in Nursing</u>	
<u>Master of Business Administration*</u>	<u>Master of Science in Accounting</u>	<u>Master of Science in Marriage and Family Therapy</u>	
<u>Master of Science in Computer Science</u>			

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 & Technology Programs

Programs

Bachelor of Science in Business Administration with majors in Accounting, Entrepreneurship, Finance, Management, Marketing and Sport and Recreation Management.

Bachelor of Science in Computer Science

Minors in Economics, Coaching, Data Analytics, Finance, Accounting, Business Analytics and Information Systems, Entrepreneurship, Finance, Management, Marketing, Sales, and Sport and Recreation Management

Master of Business Administration

Master of Science in Accounting

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.

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.

Bachelor of Science in Business Administration (BSBA)

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)

The BSBA degree is designed to develop well-rounded professionals who possess a solid foundation in core business concepts, critical thinking abilities, ethical decision-making skills, effective communication practices, and the capacity to seamlessly transition into professional organizational settings. The major focus of the program is to train students that are ready to apply and integrate knowledge of various functional areas in business to solve complex business problems. They will be equipped to make responsible, principled and culturally responsive decisions that align with both organizational and societal values, in a global context. Core and major-specific courses will teach strong communication skills and the ability to tailor communication style to various audiences and contexts, leveraging technology to enhance efficiency and impact. The program will prepare students for a successful transition from academia to the global workplace.

Program Learning Outcomes:

1. Integrate the functional areas of business to inform decision making
2. Apply fundamental quantitative and qualitative support tools for decision-making
3. Assess ethical issues involved in business decisions
4. Demonstrate effective professional communication skills
5. Describe the aspects of global business operations within a varied and diverse environment

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION:	CREDITS
Prerequisites:	
BUS 1000 Intro to Business	3
BUS 1010 Excel for Business	1
ACNT 1010 Financial Accounting (Prerequisite: Math Assessment)	3
ACNT 1011 Managerial Accounting	3
ECON 1010 Principles of Macroeconomics	3
ECON 1011 Principles of Microeconomics	3
MIS 1010 Managing with Information Systems	3
	19
Core Courses:	
BUS 2001 Global Business Management	3
BUS 2550 Operations Management	3
BUS 3250 Business Law, Ethics and Corporate Responsibility	3
BUS 3980 Senior Seminar: Management Policy	3
FIN 2000 Principles of Finance	3
MIS 2070 Introduction to Data Science & Artificial Intelligence for Business	3
MRKT 2050 Principles of Marketing	3
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Related Requirements:	
AC 1030 Communication Technology	3
MATH 1150 Statistics I	3
	6

In addition to the above required courses, BSBA students major in a chosen area of specialization.

NOTE FOR DOUBLE MAJORS: BSBA students who wish to major in more than one BSBA major cannot double count elective courses.

Accounting Major:

The BSBA with a major in accounting is designed to prepare students for advanced academic studies as well as for careers in public accounting and private industry. With a curriculum centered around the core fundamentals of accounting, including financial reporting and analysis, managerial accounting and cost management, tax accounting, auditing, and forensic analytics, 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, communication, and analytical skills; application of accounting principles through experiential learning opportunities; and an international emphasis to enable students to compete effectively in a competitive, global economy.

Learning Outcomes:

1. Apply data-driven analysis to solve business problems.
2. Assess ethical Issues in the accounting profession.
3. Integrate research in the decision-making process of business problems.
4. Analyze the risks and controls within Accounting Information Systems.
5. Demonstrate communication skills required within the accounting profession.

	CREDITS
Required Courses <i>(in addition to all BSBA Prerequisites, Core Courses and Related Requirements):</i>	
ACNT 2010 Financial Reporting & Analysis I	3
ACNT 2011 Financial Reporting & Analysis II	3
ACNT 2020 Individual Income Taxation	3
ACNT 2021 Business Entity Taxation	3
ACNT 2050 Accounting Information Systems	3
ACNT 2060 Forensic Accounting Analytics and Fraud Examination	3
ACNT 3010 Cost Accounting & Analytics	3
ACNT 3040 Advanced Accounting Theory and Practice	3
ACNT 3050 Audit and Other Assurance Services	3
	27
Recommended Courses:	
ACNT 2000 VITA Training	1
ACNT 2001 VITA Tax Return Preparation (satisfies Gen Ed Active Learning)	1

Finance Major:

The Finance major will provide a comprehensive and rigorous finance curriculum that enables graduates to develop a foundational understanding of financial theories and concepts, strong analytical and quantitative skills, and gain insight into the role of finance within the broader economic and business landscape.

Coursework will emphasize core concepts like the time value of money, valuation, capital budgeting, risk management, financial markets, and financial institutions. Through electives, students may delve deeper into specific areas of finance like corporate finance, investment analysis, financial modeling, derivatives, or other specialized areas. Finance graduates are in high demand across various industries, including banking, consulting, and corporate finance and this offering will attract talented students and prepare them for successful careers.

Learning Outcomes:

1. Apply core financial concepts to evaluate financial information.
2. Describe the structure of the financial markets and the roles of institutions in those markets.
3. Demonstrate proficiency in using financial modeling tools and statistical methods to solve business problems.
4. Communicate complex financial concepts clearly and concisely to various audiences.
5. Assess ethical issues in financial practices and uphold professional standards.

	CREDITS
Required Courses <i>(in addition to all BSBA Prerequisites, Core Courses and Related Requirements):</i>	
FIN 2010 Financial Institutions and Markets	3
FIN 3000 Advanced Corporate Finance	3
FIN 3010 Investments	3
FIN 3020 Financial Modeling	3
Electives (choose 3):	9
ACNT 3020 Financial Planning	
BUS 3450 Internship and Seminar	
BUS 3900 Special Project in Business Administration	
ACNT/FIN 2030 Financial Statement Analysis	
ECON 2050 Forecasting and Predictive Analysis	
FIN 3830 International Finance	
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Management Major:

The Management Major will provide a comprehensive and rigorous curriculum that prepares students to lead, manage, and innovate in any business environment, whether a diverse, global organization or a new venture. Coursework will emphasize core concepts such as leadership and management theories and applications, team-building strategies, effective communication techniques, and analytical techniques to solve managerial problems. The degree will ultimately prepare professionals who are critical thinkers, interdisciplinary in their approach, and capable of effectively managing and performing in various positions supporting various industries and markets. Students majoring in management must complete at least one track.

Learning Outcomes:

1. Discuss leadership and management concepts, theories, and applications in an evolving global business environment.
2. Prepare students to manage a diverse workforce through effective communication, collaboration, and team-building strategies.
3. Demonstrate effective professional communication skills through writing, research, and presentations as individuals and as productive members of teams.
4. Apply critical thinking and analytical techniques to solve real problems related to the management discipline.
5. Recognize ethical principles to leadership and management decision-making.

	CREDITS
Required Courses <i>(in addition to all BSBA Prerequisites, Core Courses and Related Requirements):</i>	
MGT 2010 Organizational Behavior	3
MGT 2020 Negotiation and Conflict Management	3
MGT 2030 Leading a Global Workforce	3
MGT 3010 Project Planning and Execution	3
Management majors are required to complete at least one concentration/track (9 credits), related to their professional interests and career plans. Track options are:	9
General Management Track:	
Three courses at the 2000-level or higher with a BUS or MGT designation	
Human Resources Track (choose any three from below):	
BUS/MGT 2500 Human Resource Management	
BUS/MGT 2262 Employment and Labor Law	
BUS/MGT 2540 Employee Recruitment, Selection and Retention	
BUS 2265 Collective Bargaining and Labor Relations	
BUS 2610 Crisis Management	
Accounting Track:	
Three courses at the 2000-level or higher with an ACNT designation NOTE: Accounting double majors cannot choose this track.	
Business Analytics and Information Systems Track:	
Three courses at the 2000-level or higher with an MIS designation	
Economics Track:	
Three courses at the 2000-level or higher with an ECON designation	
Entrepreneurship Track:	
Three courses at the 2000-level or higher with an ENT designation NOTE: Entrepreneurship double majors cannot choose this track.	
Finance Track:	

Three courses at the 2000-level or higher with an FIN designation NOTE: Finance double majors cannot choose this track.	
Marketing Track:	
Three courses at the 2000-level or higher with a MRKT designation NOTE: Marketing double majors cannot choose this track.	
Sport and Recreation Management Track:	
Three courses at the 2000-level or higher with an SRM designation NOTE: Sports Management double majors cannot choose this track.	

Entrepreneurship Major:

The Entrepreneurship Major prepares students to plan and execute a robust entrepreneurial strategy as a startup founder or small business owner and develop an "intrapreneurial" mindset within an existing enterprise. The major fosters an entrepreneurial mindset and provides a "toolbox" of theories, techniques, and applications that allow students to critically evaluate the environment, identify problems worth solving, and execute their vision from the stages of ideation to hypergrowth. Students majoring in entrepreneurship must complete at least one minor.

Learning Outcomes:

1. Develop the critical, creative and strategic thinking skills required to lead an entrepreneurial venture through its different phases, from ideation to hypergrowth
2. Create comprehensive business plans that examine the financial, marketing, operational, legal, economic and technology landscape within which new ventures would thrive.
3. Prepare students to manage people and resources in a manner that optimizes processes, builds networks, and seamlessly brings a product to market.
4. Effectively communicate the value proposition of a venture to a variety of stakeholders, including investors, customers, and employees.

	CREDITS
Required Courses <i>(in addition to all BSBA Prerequisites, Core Courses and Related Requirements):</i>	
ENT 2000 Principles of Entrepreneurship and Planning New Ventures	3
ENT/MRKT 2010 Business Research: Tools & Techniques for Data-Driven Decisions	3
ENT 3000 Entrepreneurship: Launching New Ventures	3
MGT 3010 Project Planning and Execution	3
Electives (choose 3):	9
BUS 2100 Small Business Concepts	
BUS 3450 Internship and Seminar	
BUS 3900 Special Project in Business Administration	
MIS 2030 Electronic Commerce	
MRKT 2070 Personal Selling	
MRKT 2200 Entrepreneurial Marketing	
	21

Marketing Major:

The Marketing Major will provide the students the education, skills, and experience necessary to obtain employment in the diverse field of marketing. Positions may include: Marketing Managers, Marketing Research Analysts, Merchandisers, Sales or Sales Management, and more currently developing positions in Digital Marketing or Brand Development. The field of Marketing has been and will continue to evolve over the next 10 years. This program offers courses in Marketing Analytics, Consumer Behavior, and Digital Marketing to address the new and respects the traditional with courses such as Principles of Marketing and Sales courses. 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 Marketing curriculum will provide both skill-based and theoretical framework in business management with an applied practice to specific marketing areas.

Learning Outcomes:

1. Integrate the functional areas of Marketing and the broader community to inform decision making.
2. Apply critical thinking and analytical techniques to solve real problems related to the Marketing discipline.
3. Recognize ethical principles to leadership and management decisions.
4. Demonstrate effective professional communication skills through writing, research, and presentations as individuals and as productive members of teams.
5. Define key marketing elements through the development and presentation of a strategic marketing plan.

	CREDITS
Required Courses <i>(in addition to all BSBA Prerequisites, Core Courses and Related Requirements):</i>	
ENT/MRKT 2010 Business Research: Tools & Techniques for Data-Driven Decisions	3
MRKT 2100 Digital Marketing	3
MRKT 2160 Consumer Behavior	3
MRKT 3150 Marketing Analytics	3
Electives (choose 3):	9
BUS 3450 Internship and Seminar	
BUS 3900 Special Project in Business Administration	
MRKT 2070 Personal Selling	
MRKT 2110 Sales Management	
MRKT/PR 2790 Principles of Public Relations	
MRKT 3100 Advertising Management	
MRKT 3560 Global Marketing	
SRM 2020 Sport & Rec Marketing and Revenue Streams	
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Sport and Recreation Management Major:

The complexity, globalization, and impacts the sport and recreation industries have on society create the demand and need for precise preparation. The Sport and Recreation Management curriculum within the BSBA program 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.

Learning Outcomes:

1. Apply critical thinking techniques to solve business problems within sport and recreation industries.
2. Assess legal, ethical, and social responsibility issues within the sport and recreation industries.
3. Demonstrate communication skills through writing, research, and speaking with individuals, organizations, media and the public across all sport and recreation industry settings.
4. Apply the appropriate branding, event management, and marketing strategies within the global and domestic sport and recreation industry.

	CREDITS
Required Courses <i>(in addition to all BSBA Prerequisites, Core Courses and Related Requirements):</i>	
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
SRM 2100 Applied Sport and Recreation Management	3
SRM 3010 Strategy and Leadership in Sport	3
Electives (choose 4):	12
BUS 3450 Internship and Seminar	
BUS 3900 Special Project in Business Administration	
SRM 2030 Sport and Recreation Facility and Event Management	
SRM 2040 History of Women in Sport	
SRM 2060 Sport Media and Public Relations	
SRM 2080 Collegiate Sport Management and the NCAA	
SRM 3000 Sport Law, Athlete Representation, and Labor Relations	
SRM 3020 Sport Governance and Policy	
SRM 3060 Sport Sponsorship and Sales	
SRM 3070 Sport Finance	
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BUSINESS INTERNSHIPS:

Junior and Senior BSBA students are encouraged to consider BUS 3450 to strengthen their resumes.

Prerequisites:

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

BUSINESS ADMINISTRATION PROJECTS:

Seniors should consider BUS 3900 to focus their chosen majors.

Prerequisites:

1. A 3.00 average in the major;
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.
- 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
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	3
Related Requirements	

COMPUTER SCIENCE REQUIREMENTS	CREDITS
AC 1030 Communication Technology	3
AC 2020 Database Concepts	3
Total:	76

Business and Technology Programs (Minors)

BUSINESS AND TECHNOLOGY MINORS

ACCOUNTING (Minor)

The Accounting Minor provides non-accounting majors with a strong foundation in financial reporting, taxation, cost analysis, and auditing. Students will develop essential accounting skills through coursework in financial reporting and analysis, taxation (individual or business entity), cost accounting, and auditing practices. This minor equips students with the analytical and problem-solving abilities needed for financial decision-making, compliance, and assurance services, making it a valuable complement to various career paths in business, finance, and management.

Program Learning Objectives

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

1. Identify key principles and concepts of accounting.
2. Explain the role of accounting in financial decision-making, business operations, and regulatory compliance.
3. Utilize accounting methods to analyze financial statements, assess tax obligations, and evaluate cost structures.
4. Examine financial reports, tax implications, and cost data to support business strategy and operational efficiency.
5. Assess financial risks, internal controls, and the effectiveness of accounting practices in decision-making and assurance services.
6. Develop financial reports, tax strategies, and cost analyses to support business objectives and regulatory requirements.

REQUIREMENTS FOR THE ACCOUNTING MINOR:	CREDITS
ACNT 1010 Financial Accounting (not a minor requirement for BSBA majors)	3
ACNT 1011 Managerial Accounting (not a minor requirement for BSBA majors)	3
ACNT 2010 Financial Reporting and Analysis I	3
ACNT 2011 Financial Reporting and Analysis II	3
ACNT 2020 Individual Income Taxation <i>or</i>	3
ACNT 2021 Business Entity Taxation	
ACNT 3010 Cost Accounting and Analytics	3
ACNT 3050 Auditing and Other Assurance Services	3
Total:	21 (15 for BSBA majors)

BUSINESS ADMINISTRATION (Minor)

This minor is only open to students who are NOT pursuing a major within the BSBA degree.

The Business Administration Minor is designed for non-BSBA majors seeking to develop essential business skills and knowledge. This program provides a strong foundation in financial accounting, macroeconomics, finance, marketing, management, and information systems. Students will gain insights into business decision-making, financial principles, global business management, and the role of technology in organizations. This minor equips students with valuable business competencies applicable across various industries and career paths.

Program Learning Objectives

Upon successful completion of the Business Administration Minor, students will be able to:

1. Identify concepts in the fundamental areas of business.
2. Explain key business principles and how they apply to real-world economic and organizational settings.
3. Utilize tools to analyze business problems and make informed decisions.
4. Assess the impact of decisions on business operations and global markets.
5. Develop strategic business recommendations that integrate knowledge from the different areas of business.

REQUIREMENTS FOR THE BUSINESS ADMINISTRATION MINOR:	CREDITS
ACNT 1010 Financial Accounting	3
ECON 1010 Principles of Macroeconomics	3
MIS 1010 Managing with Information Systems	3
FIN 2000 Principles of Finance	3
MRKT 2050 Principles of Marketing	3
BUS 3930 Management of International Business	3
Total:	18

ENTREPRENEURSHIP (Minor)

The Entrepreneurship Minor equips students with the knowledge and skills to create, launch, and manage new ventures. Through core courses in entrepreneurial principles and venture

Program Learning Objectives

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

1. Identify fundamental concepts of entrepreneurship.
2. Explain the processes involved in launching, managing, and growing a new business.
3. Utilize business research, marketing strategies, and financial planning tools to develop entrepreneurial ventures.
4. Critically evaluate business plans, risk factors, and revenue models to make informed entrepreneurial decisions.
5. Develop and present a business plan or startup strategy that integrates research, marketing, and financial planning.

REQUIREMENTS FOR THE ENTREPRENEURSHIP MINOR:	CREDITS
ENT 2000 Principles of Entrepreneurship and Planning New Ventures	3
ENT 3000 Entrepreneurship: Launching New Ventures	3
Electives (choose 3):	9
BUS 2100 Small Business Concepts	
ENT/MRKT 2010 Business Research: Tools & Techniques for Data-Driven Decisions	
MGT 3010 Project Planning and Execution	
MIS 2030 Electronic Commerce	
MRKT 2070 Personal Selling	
MRKT 2200 Entrepreneurial Marketing	
SRM 2020 Sport & Rec Marketing and Revenue Streams	
Total:	15

BUSINESS ANALYTICS AND INFORMATION SYSTEMS (Minor)

The Business Analytics and Information Systems 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

1. 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.
2. Design queries to analyze data stored in relational databases and acquire relevant business information.
3. Build code to gather, transform, visualize, and analyze data using machine learning, statistical modeling packages, text analytics, and social network analytics.
4. Select the most appropriate design and analytics tools to suit various scenarios from the sub-areas of business.
5. 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.
6. 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 from Structured and Unstructured Data	3
Elective (choose one):	3
ACNT 2060 Forensic Accounting	
MIS 2030 E-Commerce	
MIS 3050 Enterprise Systems Project Management	
MRKT 2000 Marketing Analytics	
Total:	15

COACHING (Minor)

Program Learning Objectives

1. Apply critical thinking and techniques to solve real problems related to coaching and player development within the sport and recreation industries.
2. Recognize, understand and apply laws, ethical situations, and social responsibility as it relates to working in secondary, collegiate, professional or club coaching.
3. Evaluate strategies and the techniques of effective in-game coaching and in practice development.
4. Employ appropriate oral and written communication with players, administrators, organizations, the media and the public across all industry settings.
5. Recognize and apply effective recruitment strategies in teambuilding and explore innovative technologies used in today's coaching industry.
6. Explore and evaluate coaching styles, leadership theories, and effective player-coach dynamics including the emotional and social needs of athletes.
7. 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
Elective (choose one):	3
SRM 2000 Sport and Recreation in Society	
SRM 2030 Sport and Recreation Facility and Event Management	
SRM 2040 History of Women in Sport	
SRM 2060 Sport Media and Communications	
Total:	15

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 real-world problems. Throughout the program, students will integrate the themes of ethical practices, principles of design, and productive team functioning.

Program Learning Objectives

1. Use currently available data analytics tools to perform data analysis functions.
2. Manage and transform data from multiple sources in and out of databases.
3. Compare the different types of machine learning algorithms and build machine learning models to find patterns in training datasets from a variety of disciplines.
4. 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.
5. Perform exploratory and inferential analyses to recognize and communicate the value and limitations of the models generated in the context of data analysis projects.
6. 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.

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
Elective (choose one):	
BIOL 2300 Bioinformatics	
CJ/SOC 2600 Methods in Social Research	
BUS 2150 Quantitative Methods	
ENVS 2300 Geospatial Analysis	
MATH 3130 Operations Research	
MRKT 2000 Marketing Analytics	
PSY 2050 Research Methods in Psychology	
Total:	15

ECONOMICS (Minor)

The economics minor aims to provide students with a foundation in economic theory and tools, enhance their analytical and critical thinking skills, and enable them to apply economic concepts to real-world situations in business and policy. Students will gain a broader and more nuanced understanding of the world around them leading to more informed decision-making, greater career opportunities, and a deeper appreciation for the interconnectedness of different fields of study

Program Learning Objectives

1. Apply fundamental microeconomic and macroeconomic theories
2. Analyze data using statistical tools and economic models.
3. Evaluate arguments, identify assumptions, and form reasoned conclusions about business strategy, economic policies and events.
4. Explain economic concepts clearly and persuasively in written and oral form.
5. Recognize the role of economics in business, politics, and society.

REQUIREMENTS FOR THE ECONOMICS MINOR	CREDITS	
ECON 1010 Principles of Macroeconomics (not a minor requirement for BSBA majors)	3	
ECON 1011 Principles of Microeconomics (not a minor requirement for BSBA majors)	3	
BUS 2150 Quantitative Methods and Analytics for Business	3	
ECON 2011 Microeconomics for Business and Policy	3	
Electives (choose 2):	6	
BUS 2170 Environmental Economics		
ECON 2010 Regional and Global Business Economics		
ECON 2050 Forecasting and Predictive Analysis		
FIN 2010 Financial Institutions and Markets		
FIN 3010 Investments		
MIS 2050 Data Mining and Artificial Intelligence		
MRKT 2160 Consumer Behavior		
Total:	18 (12 for BSBA majors)	

FINANCE (Minor)

The Finance Minor provides students with a strong foundation in financial markets, corporate finance, and investment strategies. Core courses cover financial institutions, advanced corporate finance, and investment principles, equipping students with analytical and decision-making skills essential in finance. Electives allow students to specialize in areas such as financial statement analysis, financial planning, predictive analytics, international finance, and financial modeling. This minor is ideal for students looking to enhance their financial expertise for careers in banking, investment management, corporate finance, and financial consulting.

Program Learning Objectives

1. Identify key concepts in finance.
2. Explain the role of financial institutions, market functions, and investment principles in business and economic decision-making.
3. Utilize financial tools and models to analyze corporate financial performance, investment opportunities, and risk management.
4. Evaluate financial statements, market trends, and economic indicators to make data-driven financial decisions.

5. Assess financial strategies, investment portfolios, and risk-return trade-offs to support business and personal financial goals.

6. Develop financial models, investment strategies, and financial plans that align with corporate objectives.

REQUIREMENTS FOR THE FINANCE MINOR (FOR BSBA MAJORS):	CREDITS	
FIN 2010 Financial Institutions and Markets	3	
FIN 3000 Advanced Corporate Finance	3	
FIN 3010 Investments	3	
Electives (choose 2):	6	
ACNT 2011 Financial Reporting and Analysis II		
ACNT/FIN 2030 Financial Statement Analysis		
ACNT/FIN 3020 Financial Planning		
ECON 2050 Forecasting and Predictive Analysis		
FIN 3020 Financial Modeling		
FIN 3450 Internship & Seminar		
FIN 3830 International Finance		
FIN 3900 Special Project		
Total:	15	

REQUIREMENTS FOR THE FINANCE MINOR (FOR NON-BSBA MAJORS):	CREDITS	
Prerequisites:		
ACNT 1010 Financial Accounting	3	
ACNT 1011 Managerial Accounting	3	
ECON 1010 Principles of Macroeconomics	3	
FIN 2000 Principles of Finance	3	
Required courses:		
FIN 2010 Financial Institutions and Markets	3	
FIN 3000 Advanced Corporate Finance	3	
FIN 3010 Investments	3	
Electives (choose 2):	6	
ACNT 2011 Intermediate Accounting II		
ACNT/FIN 2030 Financial Statement Analysis		
ACNT/FIN 3020 Financial Planning		
ECON 2050 Forecasting and Predictive Analysis		
FIN 3020 Financial Modeling		
FIN 3450 Internship & Seminar		
FIN 3830 International Finance		
FIN 3900 Special Project		
Total:	27	

MANAGEMENT (Minor)

The Management Minor provides students with essential leadership, organizational, and strategic skills to excel in diverse business environments. Through coursework in international business, organizational behavior, negotiation, global workforce leadership, and project management, students will develop a strong foundation in managing people, processes, and projects effectively. This minor is ideal for students seeking to enhance their leadership capabilities and prepare for management roles in a variety of industries.

Program Learning Objectives

1. Identify key principles of management.

2. Explain the impact of leadership styles, cultural differences, and conflict resolution strategies on organizational success.
3. Utilize management and negotiation techniques to address workplace challenges and lead diverse teams effectively.
4. Evaluate organizational structures, business strategies, and workforce dynamics to enhance operational efficiency.
5. Assess the effectiveness of management practices in global and multicultural business environments.
6. Develop strategic management plans, negotiation frameworks, and project execution strategies to drive organizational success.

REQUIREMENTS FOR THE MANAGEMENT MINOR:	CREDITS	
BUS 3930 Management of International Business (not a minor requirement for BSBA majors)	3	
MGT 2010 Organizational Behavior	3	
MGT 2020 Negotiation and Conflict Management	3	
MGT 2030 Leading a Global Workforce	3	
MGT 3010 Project Planning and Execution	3	
Total:	15 (12 for BSBA majors)	

MARKETING (Minor)

The Marketing Minor offers students a strong foundation in marketing principles and strategies while allowing them to focus on the areas that interest them most, such as marketing analytics, digital marketing, and consumer behavior. This minor equips students with essential marketing skills applicable to careers in business, public relations, graphic design, and communication. It is ideal for those looking to enhance their major with a practical understanding of marketing.

Program Learning Objectives

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

REQUIREMENTS FOR THE MARKETING MINOR:	CREDITS
MRKT 2050 Principles of Marketing (not a minor requirement for BSBA majors)	3
Electives (choose 4):	12
BUS 3450 Internship and Seminar	
ENT/MRKT 2010 Business Research: Tools & Techniques for Data-Driven Decisions	
MRKT 2070 Personal Selling	
MRKT 2100 Digital Marketing	
MRKT 2110 Sales Management	
MRKT 2120 Retail Management	
MRKT 2160 Consumer Behavior	
MRKT/PR 2790 Principles of Public Relations	
MRKT 3100 Advertising Management	
MRKT 3150 Marketing Analytics	
MRKT 3560 Global Marketing	
SRM 2020 Sport and Recreation Marketing	
Total:	15 (12 for BSBA majors)

SALES (Minor)

REQUIREMENTS FOR THE SALES MINOR:	CREDITS
Prerequisites:	
MRKT 2050 Principles of Marketing	3
AC 1030 Communication Technology or COM 1010 Fundamentals of Communication	3
Required courses:	
MRKT 2070 Personal Selling	3
MRKT 2110 Sales Management	3
Electives (choose 2):	6
BUS 3450 Internship and Seminar	
MRKT 2160 Consumer Behavior	
SRM 3060 Sports Sponsorship and Sales	
ECON 1011 Principles of Microeconomics	
COM 2010 Public Speaking	
COM 2050 Announcing for Podcast and Broadcast	
COM 2100 Managerial Communication	
COM 2620 Broadcast Sales and Marketing Research	
COM 3020 Intercultural Communication	
	18

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
Electives (choose 2):	6
SRM 2000 Sport and Recreation in Society	
SRM 2030 Sport and Recreation Facility and Event Management	
SRM 3000 Sport and Recreation Legal Studies	
SRM 3010 Sport and Recreation Strategy and Leadership	
SRM 3020 Sport and Recreation Governance and Policy	
Total:	15

Applied Humanities

The Humanities consists of the ways in which people tell stories, interpret and define meaning, and document human experiences. It includes art history, literature, history, philosophy, musicology, religious studies, writing, and more. Applied Humanities takes these methods and subject areas from the classroom into the world at large. Through service learning and public facing projects students are empowered to develop marketable skills and experience. This program is flexibly designed to allow students either to focus solely on Applied Humanities or to creatively combine it with a second major.

Program Learning Outcomes

1. Apply the methodologies of the Humanities to engage enduring human concerns.
2. Analyze texts, visual images, cultural phenomena and other artifacts of human experience with a focus on multiplicity of meanings and perspectives.
3. Creatively and effectively communicate ideas informed by the Humanities for multiple audiences in contextually appropriate ways (including public facing and implies info literacy, academic integrity, etc.).
4. Harness the interpretive power of the Humanities to address real world problems or situations in order to improve the lived reality of people in your community.

Requirements for Applied Humanities Major:

	CREDITS
Prerequisite	
HUMS 1000 Introduction to the Humanities	3
Required course	
HUMS 3900 Senior Capstone	3
Electives across Humanities Disciplines	15
As a program, the Humanities encompasses several different disciplines/skillsets. To reflect this diversity of disciplines, students must complete courses in at least four different groupings, as organized below. In addition, Of these credits, 12 must come from the foundational courses listed below (i.e., three credits, or one course, from each foundation):	
<i>Art History</i>	
AH 1100 World Art	
AH 2000 Identity and Visual Culture	
AH 2720 History of Photography	
AH 2930 Contemporary Art	
AH 2935 Modern Art	
AH 2970 History of Graphic Design	
<i>Dance and Music</i>	
DANC 2200 Dance Social Justice	
DANC 2300 World Dance History	
MUS1000 Introduction to the Study of Music, Culture, and Society	
MUS 2430 Music in Film	
MUS 2450 American Music	
MUS 2510 Music of Latin America and the Caribbean	
MUS 2550 Music of the World	
MUS 2620 Global Popular Music and Media Cultures	
MUS 2630 Music and the Call for Justice in New Orleans	
MUS 2650 The Musical: Discovering Diversity	

	CREDITS
<i>Media Studies</i>	
AH/FCST 3498 Film Criticism	
COM 3020 Intercultural Communication	
COM 3011 Media Cultures	
FCST 2492 History of Film	
FCST 2493 Film Art and Form	
FCST 3801 Global Film	
VGS 2640 Video Games: A Cultural History	
<i>History</i>	
P&H 1010 U.S. History I in a Global Context: Ancient America Through Reconstruction	
P&H 1020 U.S. History II in a Global Context: Reconstruction to the Present	
P&H 1040 European History in a Global Context: 1789-Present	
<i>Philosophy and Religious Studies</i>	
PRS 2100 Beginnings of Philosophy	
PRS 2120 The Meaning of Life	
PRS 2150 Eastern Religion and Philosophy	
PRS 2160 Introduction to Buddhism	
PRS 2210 Better Living Through Ethics	
PRS 2230 Philosophy and Pop Culture	
PRS 2410 Environmental Ethics	
PRS 2541 Race and Religion in America	
<i>Writing, Rhetoric and Literature</i>	
ENG 1180 Introduction to Literary Studies	
ENG 2631 The Journey in Literature	
WRIT 2200 Working With Writers	
WRIT 2240 Rhetoric of the Holocaust	

	CREDITS
WRIT 2270 Graphic Novel and Comics as Literature	
WRIT 2280 Professional and Technical Writing	
WRIT 2290 Nature Writing	

Requirements for Humanities Minor:

Students must complete a total of 15 credits for the minor. These courses should be drawn from at least two of the Humanities disciplines listed under the major, along with at least one Humanities course with an applied focus (see this list above under the major). Minors are encouraged, but not required, to take the senior capstone; the capstone would qualify as the one applied course.

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

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MEDIA AND COMMUNICATION ARTS

Program Learning Outcomes

Communication and Contexts:

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

Creativity and Content:

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

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.

Culture and Critique:

Explain how media systems, communication industries, and performance practices 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

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.

Lambda Pi Eta

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

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

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

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

Media and Communication Arts (Major)

MEDIA AND COMMUNICATION ARTS MAJOR

Program Learning Outcomes

Communication and Contexts:

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

Creativity and Content:

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

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.

Culture and Critique:

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

MCA CORE REQUIREMENTS:	CREDITS
COM 1000 Orientation to the Media and Communication Arts Major	2
COM 1010 Fundamentals of Communication	3
COM 1020 Digital Media Basics	3
COM 1030 Career Speaking	3
COM 2230 Writing for Communication	3
COM 3011 Media Cultures	3
COM 3020 Intercultural Communication	3
COM 3450 Communication Internship	3
COM 3850 Designing a Media and Communication Arts Project	3
COM 3980 Capstone Seminar	3
	29

MCA Electives*:	
A. 2000/3000/4000-level in COM, FCST, SPC, THR, and/or VGS	6
B. 3000/4000-level in COM, FCST, SPC, THR, and/or VGS	6
	41

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

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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 & 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
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

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

Sports Communication (Major)

SPORTS COMMUNICATION MAJOR

SPORTS COMMUNICATION CORE REQUIREMENTS:		CREDITS
COM 1000 Orientation to the Media and Communication Arts Major		2
COM 1010 Fundamentals of Communication		3
COM 1020 Digital Media Basics		3
COM 1030 Career Speaking		3
COM 1510 Beginning Radio Practicum		1
COM 2230 Writing for Communication		3
COM 3011 Media Cultures		3
COM 3020 Intercultural Communication		3
COM 3450 Communication Internship		3
COM 3506 Media Law and Ethics		3
COM 3651 Sports and Media		3
COM 3850 Designing a Media and Communication Arts Project		3
COM 3980 Capstone Seminar		3
SPC 2060 Radio and TV Sports Broadcasting		3
SPC 2390 Writing About Sports		3
		42
Sports Communication Electives:		
A. 2000/3000/4000-level in SPC		6
		48

Communication Studies (Minor)

COMMUNICATION STUDIES Minor

	CREDITS
Required courses:	
COM 1010 Fundamentals of Communication	3
COM 3020 Intercultural Communication	3
Electives:	
A. 2000/3000/4000-level in COM, FCST, SPC, THR, and/or VGS	6
B. 3000/4000-level in COM, FCST, SPC, THR, and/or VGS	3
Total:	15

Digital Film and Cinema Studies (Minor)

DIGITAL FILM AND CINEMA STUDIES Minor

	CREDITS
Required Courses:	
FCST 2493 Film Art and Form	3
FCST 2770 Digital Film Production Fundamentals	3
Choose <i>one</i> of the following:	3
FCST 2020 Screenwriting for Film and Television	
FCST 2492 History of Film	
FCST/ITAL 2496 Italian Cinema	
FCST 2700 The Business of Hollywood	
FCST 2761 Digital Video Editing	
FCST 2775 Digital Film Production II	
FCST 2780 Digital Documentary and Moviemaking	
Choose <i>two</i> of the following:	6
FCST 3498 Film Criticism	
FCST 3760 Film Production: RED Camera	
FCST 3805 Film Topics	
FCST 3810 Global Cinema	
Total:	15

DIGITAL STORYTELLING Minor

Digital Storytelling Minor Learning Outcomes

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.

Required:	
COM 2740 Video Producing and Production	3
Choose two of the following:	6
COM 2200 Writing for Broadcast Media	
COM 2210 Writing for Media Platforms	
COM 2620 Broadcast Sales and Marketing Research	
COM 2762 Digital Audio Production	
COM 2900 Multimedia Journalism	
COM 2905 Photojournalism	
FCST 2761 Digital Video Editing	
FCST 2780 Digital Documentary and Moviemaking	
Choose two of the following:	6
COM 3506 Media Law and Ethics	
COM 3550 Broadcast Management	
COM 3752 On-Air Broadcast Reporting	
COM 3768 Online Video: Producing and Marketing	
COM 4050 Independent Studio	
COM 4100 Independent Reading	
Total:	15

Public Relations (Minor)

PUBLIC RELATIONS (Minor)

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	3
Total:	15

Sports Communication (Minor)

SPORTS COMMUNICATION Minor

	CREDITS
Required:	
SPC 2390 Writing About Sports	3
Choose two of the following:	6
COM 2010 Public Speaking	
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	
COM 2762 Digital Audio Production	
COM 2900 Multimedia Journalism	
SOC 2480 Sports and Society	
SPC 2060 Radio/TV Sports Broadcasting	
SPC 2748 The Business of Sports Production	
SRM 2000 Sport and Recreation in Society	
SRM 2020 Sport and Recreation Marketing and Revenue Streams	
Choose two of the following:	6
COM 3506 Media Law and Ethics	
COM 3752 On-Air Broadcast Reporting	
COM 3768 Online Video: Producing and Marketing	
COM 4050 Independent Studio	
COM 4100 Independent Reading	
SPC 3651 Sports and Media	
Total:	15

Theatre (Minor)

THEATRE Minor

	CREDITS
Required Courses:	
THR 1410 Acting One or	3
THR 2450 Stagecraft Concepts	
Choose 12 credits from the following:	12
THR 2400 Dramatic Literature	
THR 2450 Stagecraft Concepts (if not taken above)	
THR 2471 Theatre Practicum: Main Stage	
THR 2472 Theatre Practicum: Black Box	
THR 2473 Theatre Practicum: Improv	
THR 2474 Playbill Editor	
THR 2475 Stage Crew	
THR 2476 Scriptwriting	
THR 3470 Theater Workshop	
THR 3476 Scriptwriting II	
THR 3480 Theatre Supervisory Board	
THR 3490 Directing Seminar	
THR 3545 Modern Drama	
Total:	15

Video Game Studies (Minor)

VIDEO GAME STUDIES Minor

	CREDITS
Required:	
VGS 2641 Introduction to Games	3
VGS 2650 Game Design	3
Choose <i>one</i> of the following:	3
VGS 2640 Video Games: A Cultural History	
VGS 2655 Gaming Industries	
COM 2762 Audio Production	
Choose <i>two</i> of the following:	6
VGS 3645 Video Gaming: Theory & Analysis	
VGS 3656 Death and Games	
GD 3700 2D and 3D Animation	
GD 3787 Motion Graphics	
Total:	15

Education Programs

UNDERGRADUATE MAJORS IN EDUCATION

Curry's Undergraduate Education majors prepare students to work with children and their families in public schools and other community-based educational settings. A foundational understanding of children's physical, intellectual, emotional, and social development within a variety of settings is enhanced through coursework and enriched through a variety of supervised fieldwork 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.

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 developing professional dispositions for educators. For full details, look to The Education Major page on the Curry College website.

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

APPLYING TO AN EDUCATION MAJOR

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

Requirements for admission are as follows:

- Overall cumulative grade point exceeding 2.5. Students must maintain the 2.5 GPA requirement throughout their course of study.
- Minimum grade of C in all required education courses, 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)
- One professional recommendation

Transfer Students

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

The Education Department accepts three education courses for transfer from other institutions: Child Development, Educational Psychology, and Introduction to Special Education. Additional transfer courses 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.

UNDERGRADUATE EDUCATION MINORS

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

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

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 for DESE credentialing track:

- 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.

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 135 Santilli Highway Everett, MA 02149; Telephone: (781) 338-3000; 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):	
ED 1300 Competencies for the Prospective Educator	1.5
PSY 1400 Child Development	3
Core Coursework (All Tracks):	
ED 2161 Educational Psychology	3
ED 2354 Integrated Learning through the Arts	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
ED 3115 Early Childhood Curriculum: Preschool	3
ED 3985 Education Capstone: Integrating Research-Based Practices	3
DEEC Credentialing Track Requirements:	
ED 2230 Infants & Toddlers	3
ED 2342 Field Observation/Participation: Early Education	3
ED 2510 Guiding Behavior	3
ED 3451 Practicum I: Pre-School	3
ED 4560/4561 Senior Practicum II & Seminar	6
Early Intervention Track Requirements:	
SPE 2600 Introduction to Special Education	3
ED 2420 School, Family, and Community	3
ED 2160 Foundations of Early Intervention	3
ED 2230 Infants & Toddlers	3
ED 2235 Early Assessments and Interventions	3
ED 4659 Early Intervention Practicum & Seminar	6

CORE REQUIREMENTS	CREDITS
DESE Credentialing Track Requirements	
ED 3150 Classroom Management	3
ED 3190 Classroom Assessment	3
ED 3196 Pre-Practicum I: Early Childhood	1
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
DESE Subject Matter Knowledge Requirements:	
BIOL 1057 Life Science for Educators	4
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
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

Elementary Education (Major)

ELEMENTARY EDUCATION MAJOR

The Elementary Education major consists of two distinct tracks. Students interested in working in public school settings with children Grades 1 – 6 can pursue a major in Elementary Education teaching or an Education Support Professional (ESP). The Elementary Education major provides a broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE. The tracks are:

- MA Department of Secondary and Elementary Education (DESE): Public school Grades 1 - 6. This credentialing track requires completion of the Massachusetts Tests for Educator Licensure (MTEL).
- Education Support Professional (ESP): Public school Grades 1 - 6. This track prepares candidates to assist the classroom teacher and to support student learning in small group settings.

Overview of the MTEL requirements for DESE credentialing:

- Students must pass both subtests (Reading and Writing) of the Communication Literacy Skills Test (CLST) as a requirement to be accepted to the Elementary (DESE) track.
- There are three additional MTEL exams: Foundations of Reading Test (FOR) and two Elementary content-specific tests. These include 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 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 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 135 Santilli Highway Everett, MA 0214; Telephone: (781) 338-3000; www.mtel.nesinc.com. For additional information about Curry College's testing requirements, please contact Curry College Licensure Officer at 617-333-2196.

DESE CREDENTIALING CORE REQUIREMENTS	CREDITS
Prerequisite Coursework:	
ED 1300 Competencies for the Prospective Educator	1.5
PSY 1400 Child Development	3
Core Coursework:	
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 3195 Fundamentals of Curriculum: Instructional Methods in Social Studies and Language Arts	3
ED 3290 Assessment Lab: Literacy	1
ED 3320 Elementary Curriculum: Instructional Methods in Science	3
ED 3700 The Teaching of Reading	3
ED 3750 Sheltered English Immersion	3
ED 3985 Education Capstone: Integrating Research-Based Practices	3
Required Field Work:	
ED 3701 Field Observation and Participation	1
ED 3197 Pre-Practicum I: Elementary	1
ED 3332 Pre-Practicum II: Elementary	1
ED 4564 Senior Practicum: Elementary	9
ED 4564 SM Senior Practicum Seminar	3
Related SMK Requirements:	
BIOL 1057 Life Science for Educators	4

DESE CREDENTIALING CORE REQUIREMENTS	CREDITS
ENG 1180 Introduction to Literary Studies	
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	1
P&H 1010 US History I	3
P&H 2070 Thinking Historically about Contemporary US	3

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 Language Learners.

The Education and 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.

ESP CREDENTIALING CORE REQUIREMENTS	CREDITS
Prerequisite Coursework:	
ED 1300 Competencies for the Prospective Educator	1.5
PSY 1400 Child Development	3
ED 2161 Educational Psychology	3
Core Coursework:	
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
ED 3150 Classroom Management	3
ED 3190 Classroom Assessment	3
ED 3290 Assessment Lab: Literacy	1
ED 3570 Support and Collaboration in Student Learning	3
ED 3700 The Teaching of Reading	3
ED 3751 Supporting Multilingual Learners	3
SPE 3416 Assistive Technology	1.5
SPE 3350 Specialized Instruction for Children with Learning Disabilities	3
SPE 3417 Writing IEPs	1.5
ED 3985 Education Capstone: Integrating Research-Based Practices	3
Required Field Work:	
ED 3201 Pre-Practicum I: ESP	1
ED 3334 Pre-Practicum II: ESP	1
ED 3701 Field Observation and Participation	1
ED 4567 Senior Field Experience: ESP	9
ED 4567SM Senior Field Experience ESP: Seminar	3

ESP CREDENTIALING CORE REQUIREMENTS	CREDITS
Related Subject Matter Knowledge Requirements:	
BIOL 1057 Life Science for Educators	4
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
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:

- Teacher of Moderate Disabilities (Pre-K-Grade 8) in public schools

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. 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). Special Education major prepares students to teach all subject areas to children in inclusive settings as well as substantially separate classrooms.

- Applied Behavior Analysis Technician/Registered Behavior Technician.

Special Education (DESE) Credentialing Overview:

- The Special Education major provides a broad liberal arts background rich in content and supports the content-specific regulations from the MA DESE.
- Students in the Special Education DESE credentialing track 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 the Special Education DESE credentialing track must also pass three additional MTEL exams: Foundations of Reading Test (190) and the General Curriculum. The General Curriculum MTEL 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 the Special Education DESE credentialing track 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 educational 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.

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Special Education DESE Credentialing Track

CORE REQUIREMENTS	CREDITS
Prerequisite Coursework:	
ED 1300 Competencies for the Prospective Educator	1.5
PSY 1400 Child Development	3
Core Coursework:	
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
ED 2700 Early Childhood Language Arts and Literacy	3
ED 3150 Classroom Management	3
ED 3190 Classroom Assessment	3
ED 3290 Assessment Lab: Literacy	1
ED 3700 The Teaching of Reading	3
ED 3750 Sheltered English Immersion	3
ED 3985 Education Capstone: Integrating Research Based Practices	3
SPE 2600 Introduction to Special Education	3
SPE 3105 Institute on Learning Differences	2
SPE 3350 Specialized Instruction for Children with Learning Disabilities	3
SPE 3415 Assessments for Special Educators	3
SPE 3416 Assistive Technology	1.5
SPE 3417 Writing IEPs	1.5
Required SMK Coursework and Co-requisite Field Work:	
ED 3701 Field Observation and Participation	1
SPE 3198 Pre-Practicum I: Special Education	1
SPE 3455 Pre-Practicum II: Special Education	1
SPE 4563 Senior Practicum: Special Education	9

CORE REQUIREMENTS	CREDITS
SPE 4573 Senior Practicum Seminar	3
Related SMK Requirements:	
BIOL 1057 Life Science for Educators	4
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
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
PSY 2100 Adolescent Psychology	3

Registered Behavior Technician Credentialing 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 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 BCaBA and BCBA levels of certification and potentially to the Doctoral level for a BCBA – D certification.

CORE REQUIREMENTS	CREDITS
Prerequisite Coursework:	
PSY 1400 Child Development	3
Core Coursework:	
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
ED 2700 Early Childhood Language Arts and Literacy	3
ED 3150 Classroom Management	3
ED 3190 Classroom Assessment	3
ED 3290 Assessment Lab: Literacy	1
ED 3751 Supporting Multilingual Learners	3
ED 3700 The Teaching of Reading	3
ED 3985 Education Capstone: Integrating Research Based Practices	3
SPE 2600 Introduction to Special Education	3
SPE 3105 Institute on Learning Differences	2
SPE 3350 Specialized Instruction for Children with Learning Disabilities	3
SPE 3415 Assessments for Special Educators	
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
Required SMK Coursework and Co-requisite Field Work:	
ED 3701 Field Observation and Participation	1
SPE 3451 Pre-Practicum I: Registered Behavior Technician	1
SPE 3457 Pre-Practicum II: Registered Behavior Technician	1

CORE REQUIREMENTS	CREDITS
SPE 4572 Senior Practicum: Registered Behavior Technician	9
SPE 4572 SM Senior Practicum Seminar	0
Related SMK Requirements:	
Any Gen Ed Science or BIOL 1057 Life Science for Educators	4
ENG 1180 Introduction to Literary Studies	3
MATH 1550 Quantification in School Mathematics	3
MATH 2550 Number Theory and Relationships for Teachers	3
PSY 2100 Adolescent Psychology	3
P&H 1010 US History I	3

Education Programs

EDUCATION DEPARTMENT MINORS

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)
<i>Choose 15 credits from the following courses:</i>
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 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

MATHEMATICS EDUCATION MINOR

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

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

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
<i>AND</i>	
MATH 1190 College Algebra	3
<i>OR</i>	
MATH 2130 Calculus I	
<i>OR</i>	
MATH 2140 Calculus II	

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 inquiry-based 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.

	CREDITS
BIOL 1057 Life Science for Educators	4
PHYS 1200 Physical Science for Educators	4
PHYS 2001 Introduction to Robotics	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 Assessment for Special Educators	3
SPE 3416 Assistive Technology	1.5
SPE 3417 Writing IEPs	1.5
	14

CURRY CORE: GENERAL EDUCATION

Curry College's Curry Core general education curriculum 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 “Curry Core” 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 Curry Core curriculum, the department also offers minors in Black Studies, International Studies, and Spanish as well as courses in Applied Computing, English, Foreign Language & Culture, Politics & History, and Philosophy & Religious Studies.

CURRY CORE CURRICULUM

Curry Launch must be taken during the student’s first semester at Curry and First Year Inquiry, Reading, Writing & 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 capstone cannot be taken until the student earns at least 60 credits.

First Year Inquiry – GEN 1000 - 3 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 1001 - 1 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 Curry Core 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 Curry Core 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. An approved 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.

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 Curry Core 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 life-long fashion. Wellness includes, but is not limited to physical, emotional, mental, and spiritual health. The Wellness requirement can be fulfilled through curricular and co-curricular options. A student may fulfill the Wellness

requirement by completing a Wellness course or an approved Wellness co-curricular activity. For details on the co-curricular 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

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 Curry Core 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 Capstone course.

CURRY CORE CURRICULUM

	REQUIREMENT	CREDITS
Core 19 total credits	<i>Taken in First Semester</i>	
	Curry Launch	1 credit
	<i>Taken in First Year</i>	
	First Year Inquiry	3 credits
	Reading, Writing & Research I	3 credits
	Reading, Writing & Research II	3 credits
	<i>Taken by Fourth Semester</i>	
	Communication	3 credits
	Quantitative Reasoning/Math	3 credits
	<i>Taken after 60 Credits</i>	
	Capstone	3 credits
Breadth Requirements 16-17 total credits	<i>One course in each of the following:</i>	
	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 / Diversity Requirement 9 total Credits	Global Interdependence outside the major*	3 credits
	Diversity/Inclusion outside the major*	3 credits
	One course in the following:	
	Global or Diversity (may be in or outside the major*) <i>*Outside the major is defined as satisfying no major requirements. Major requirements include pre-requisites, related requirements, major core courses, and courses taken to complete concentrations.</i>	3 credits
Active Learning 0-3 total credits	Demonstrated through successful completion of coursework or an approved co-curricular experiences & evidenced in ePortfolio	0-3 credits

Wellness 0-3 total credits	Demonstrated through successful completion of Curry Launch, a wellness course, or an approved co-curricular experiences & evidenced in ePortfolio	0-3 credits
Enhancements 0 total credits	<i>One course in each of the following:</i>	
	Information Literacy Enhanced	0 credits
	Quantitative Literacy Enhanced	0 credits
	Reading/Writing Enhanced	0 credits

Black Studies (Minor)

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

	CREDITS
BLKS/P&H 2450 Introduction to African-American Cultures	3
BLKS 3900 Senior Seminar: The Black Diaspora Special Topics	3
Choose <i>three</i> 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

- 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

	CREDITS
Requirements 9-12 credits	
GEN 2200 Introduction to International Studies	3
Internationally-themed course designated as satisfying Arts or Humanities Breadth (from list below)	3
Course designated as satisfying Curry Core Global/International*	3
Integrating Experience**	0-3
One of the following (3-6 credits)	
Course designated as satisfying Curry Core Global/International	3
Internationally-themed course designated as satisfying Arts Breadth (from 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 (from list below)	3
Internationally-themed GEN 1000 (as determined by the Gen Ed Curriculum 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:

- 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.
- 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
	12

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 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)

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 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 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 UCC- approved 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.

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.
- 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.

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 Biochemistry II	3
CHEM 2710, 2810 Physical Chemistry, with Laboratory	4
CHEM 2900 or CHEM 4010	1
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 Biochemistry Seminar	1
BIOL 4000 Research Communication I	1

BIOCHEMISTRY MAJOR REQUIREMENTS	CREDITS
BIOL/CHEM Elective (See list below)	3-4
Total	48-49
Biochemistry Elective (choose from the following list)	
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
ENVS 2215 Environmental Science (Includes Laboratory)	4
BIOL 2300 Bioinformatics	3
BIOL 2310 Field Ecology (includes Laboratory)	4
BIOL 2330 Aquatic Biology (includes Laboratory)	4
BIOL 3210 Advanced Environmental Science	3
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:

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 courses that are prerequisites for other courses.

Honors in Biology

To qualify for honors in Biology 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 or Research in the Sciences 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
	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 4010 Independent Research in Biology or BIOL 4200 Laboratory Research in the Sciences	1 (minimum)
BIOL 3500 Junior Seminar	1
BIOL 3900 Biology 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 BIOL 2160 Population Genetics	3 3
BIOL 2300 Bioinformatics	3
BIOL 2310 Field Ecology (includes Laboratory)	4
BIOL 2330 Aquatic Biology (includes Laboratory)	4
BIOL 3050 Immunology	3
BIOL 3060 Cancer Biology BIOL 3075 Advanced Physiology (includes Laboratory)	3 4
CHEM 3570/3580 Biochemistry I (includes Laboratory)	4
CHEM 3580 Biochemistry II	3

PREREQUISITES:	CREDITS
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
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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:
- 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.

Honors in Biology

To qualify for honors in Biology 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 BIOL 4010 or BIOL 4200 with B+ or better
- Complete Honors Research + Senior Honors Thesis (4 cr) with a B+ or better

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.

Note: BIOL and CHEM courses must be passed with a minimum grade of C- to fulfill prerequisite requirements in this major.

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

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

	CREDITS
Biology Electives: (Choose from the following list):	
BIOL 2030 Human Disease	3
BIOL 2050 Animal Behavior	3
BIOL 2060 Introduction to Exercise Physiology BIOL 2160 Population Genetics	3 3
BIOL 2300 Bioinformatics	3
BIOL 2310 Field Ecology (includes Laboratory)	4
BIOL 2330 Aquatic Biology (includes Laboratory)	4
BIOL 2520 Nutrition	3
BIOL 4000 Research Communication BIOL 4010 Independent Research in Biology BIOL 4200 Laboratory Research in the Sciences	1 1-3 1
BIOL 3030 Cell Biology (includes Laboratory)	4
BIOL 3050 Immunology	3
BIOL 3060 Cancer Biology	3
BIOL 3075 Advanced Physiology (includes Laboratory)	4
CHEM 3570/3670 Biochemistry I (includes Laboratory)	4
CHEM 3580 Biochemistry II CHEM 3800 Special Topics in Biochemistry	3 3
ENVS 2215 Environmental Science (Includes Laboratory)	4
ENVS 3210 Advanced Environmental Science	3
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

Natural Sciences & Mathematics Programs

BIOLOGY Minor

The science of biology focuses on the study of the natural world from the molecular and cellular level all the way to the entire biosphere. This inherently interdisciplinary minor incorporates basic concepts from physical and chemical sciences as well as mathematics, and is directly applicable to a variety of career paths, including but not limited to healthcare, exercise science, public health, psychology, and computer science. The biology minor is appropriate for any students looking to deepen their scientific background. Students will gain knowledge and skills including implementation of the scientific method, experimental design and data analysis, scientific writing, and applied mathematics.

Program Learning Outcomes

Upon completion of the minor, students will be able to:

1. Demonstrate foundational knowledge in the core concepts of biology, which include evolution, information flow exchange and storage, structure and function, energy, and systems.
2. Demonstrate the ability to apply the process of science through the practices of observation, experimentation, and hypothesis testing.
3. Collect and/or evaluate scientific data using appropriate techniques, controls, and mathematical analysis methods.
4. Effectively communicate biological concepts (including written, oral, and/or visual forms).

At least six of the required credits for the minor must be taken at Curry College.

REQUIREMENTS FOR BIOLOGY MINOR	CREDITS
BIOL 1055 Introduction to Organisms (includes Laboratory) or	4
BIOL 1065 Introduction to Molecules and Cells (includes Laboratory)	

15 additional elective credits from the list below. A minimum of two courses must be taken at the 2000-level, with at least one 2000-level laboratory course.

	CREDITS
Biology Electives: (Choose from the following list):	
BIOL 1075/1175 Anatomy and Physiology I (includes Laboratory)	4
BIOL 1085/1185 Anatomy and Physiology II (includes Laboratory)	4
BIOL 2010 Microbiology (includes Laboratory)	4
BIOL 2030 Human Disease	3
BIOL 2040/2140 Microbiology for Science Majors (includes Laboratory)	4
BIOL 2050 Animal Behavior	3
BIOL 2060 Introduction to Exercise Physiology	3
BIOL 2100 Genetics (includes Laboratory)	4
BIOL 2160 Population Genetics	3
BIOL 2300 Bioinformatics	3
BIOL 2310 Field Ecology (includes Laboratory)	4
BIOL 2330 Aquatic Biology (includes Laboratory)	4
BIOL 2520 Nutrition	3
BIOL 3030 Cell Biology (includes Laboratory)	4
BIOL 3050 Immunology	3
BIOL 3060 Cancer Biology	3
BIOL 3075 Advanced Physiology (includes Laboratory)	4
BIOL 3120 Evolution and Genomics	3
	19-20

If both BIOL 1055 and BIOL 1065 are taken, one may satisfy an elective course requirement. Additional prerequisites may apply to the courses listed above. Please see course descriptions for details and discuss any questions with the Science Department Chair(s).

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
- 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	1
ENVS 3900 Senior Seminar	1
ENVS 4010 Independent Research in Environmental Science	1 (minimum)
SOC/CJ 2505 Environmental Law, Crime & Justice	3
SOC 2090 Climate Justice	3
	37
Students must complete a minimum of 16 additional elective credits at the 2000/3000-level:	
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

ENVIRONMENTAL SCIENCE CURRICULUM	CREDITS
CHEM 2520/2620 Organic Chemistry II (includes Laboratory)	4
CHEM 3570/3670 Biochemistry I (includes Laboratory)	4
ENVS 4010 Independent Research in Environmental Science	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
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	
MATH 2130 Calculus I	3
	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

At least six credits required for the minor must be taken at Curry College.

SOREQUIRED COURSES	CREDITS
ENVS 2215 Environmental Science (includes Laboratory)	4
ENVS 3210 Advanced Environmental Science	3
Three elective courses from the below options	
BIOL 1055 Introduction to Organisms (includes Laboratory)	4
BIOL 2040/2140 Microbiology for Science Majors (includes Laboratory)	4
BIOL 2050 Animal Behavior	3
BIOL 2100 Genetics (includes Laboratory)	4
BIOL 2160 Population Genetics	3
BIOL 2300 Bioinformatics	3
BIOL 2310 Field Ecology (includes Laboratory)	4
BIOL 2330 Aquatic Biology (includes Laboratory)	4
BUS 2170 Environmental Economics	3
CHEM 2030/2130 Analytical Chemistry (includes Laboratory)	4
ENVS 2300 Geospatial Analysis	3
ENVS 4010 Independent Research in Environmental Science	3
SOC 2090 Climate Justice	3
SOC 2095 Environmental Justice	3
SOC 2490 Grassroots: Organizing, Leadership and Social Change	3
SOC 2505 Environmental Law, Crime and Justice	3
SOC 2510 Social Movements and Social Action	3
PRS 2410 Environmental Ethics	3
	16-19

BIOL 2040 and 2140 must be taken together and count as one elective course. Additional prerequisites may apply to the courses listed above. Please see course descriptions for details and discuss any questions with the Science Department Chair(s).

Natural Sciences & Mathematics Programs

FORENSIC SCIENCE

Forensic Science is the application of the natural sciences to answer legal questions. The Bachelor of Science in Forensic Science program is designed to provide graduates with understanding of the legal and ethical practice of applying the scientific method in the natural sciences to the criminal justice system. Students gain skillsets required for various entry level positions in fully accredited crime laboratories, military, homeland security, intelligence agencies, or continuing education needed to practice in the student's chosen forensic science specialty.

Students in this program receive hands-on training in the documentation, recovery, testing, and reporting of forensic evidence and are taught by current and/or former professional practitioners in a variety of forensic disciplines. At the conclusion of their first year, students can select from a variety of electives that allow them to specialize and be more competitive for entry level positions or continuing education in the following specialties: Criminalistics, Forensic Biology, Forensic Chemistry, Environmental Forensics, Wildlife Forensics, Forensic Microbiology, Forensic Toxicology*, Forensic Pathology/Medical Examiner*.

** Indicates that the discipline often requires a graduate education (Masters or Doctorate) to practice in the given specialty.*

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

Program General Goals:

The general goals of the Forensic Science major are to:

Provide students with an in-depth understanding of the application of the biological, chemical, and physical sciences in criminal/civil investigations.

Provide a curriculum that meets the standards set by FEPAC (Forensic Science Educations Programs Accreditation Commission).

Prepare students for entry level positions in crime laboratories, biotech companies, or admittance to graduate/medical schools.

Develop an awareness of historical and current ethical issues in the discipline.

Prepare students to be skilled in the proper procedures and practices for documentation, collection, testing, and reporting of forensically relevant evidence.

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.
 - 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.

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.

Curry College

Complete Independent Research with B+ or better (3 cr)

Complete Honors Research + Senior Honors Thesis (4 cr) with a B+ or better.

FORENSIC SCIENCE MAJOR CURRICULUM	CREDITS
PREREQUISITES:	
BIOL 1055 Introduction to Organisms (includes Laboratory)	4
BIOL 1065 Introduction to Molecules and Cells (includes Laboratory)	4
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 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
PHYS 2010 Physics I (includes Laboratory)	4
PHYS 2020 Physics II (includes Laboratory)	4
	38-39
REQUIREMENTS IN RELATED AREAS:	
CHEM 2510, 2610 Organic Chemistry I, with Laboratory	4
CHEM 2520, 2620 Organic Chemistry II, with Laboratory	4
CJ 1000 Introduction to Criminal Justice	3

FORENSIC SCIENCE MAJOR CURRICULUM	CREDITS
CJ/SOC 2350 Human Diversity in Criminal Justice	3
MATH 1150 Statistics I	3
MATH 2130 Calculus I	3
	20

ELECTIVES: 4 COURSES FROM THE FOLLOWING LISTS 14-16 credits

Students must select FOUR Electives from the following list. TWO courses are REQUIRED to be an upper level BIOL or CHEM course and any two courses are REQUIRED to have labs (4 credit). A FSC course taken as a free elective cannot double count with the one FSC Elective requirement listed above.

Students are advised to review schematics from the Example Elective Schematics Based on Desired Career with advisor and forensic science faculty before choosing electives to ensure elective courses increase competitive ability when applying to entry level positions.

FORENSIC SCIENCE

FSC 3010 Forensic Anthropology

FSC 3020 Medicolegal Forensic Entomology

FSC 3800 Special Topics in Forensic Science

SCIENCE AND MATH

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 Biochemistry II

ENVS 2215 Environmental Science

ENVS 2300 Geospatial Analysis

MATH 2140 Calculus II

MATH 2150 Statistics II
MATH 3120 Calculus III
MATH 3150 Statistics III
MATH 3200 Mathematical Modeling
CRIMINAL JUSTICE AND RELATED
ACNT 2060 Forensic Accounting and Fraud Examination (<i>Prerequisite: ACNT 1010</i>)
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 3570/3670 Biochemistry I (includes Laboratory) ... 4

Forensic Chemist

1. CHEM 2710/2810 Physical Chemistry... 4
2. CHEM 2910 Inorganic Chemistry... 3
3. CHEM 3570/3670 Biochemistry I ... 4
4. CHEM 3580 Biochemistry II ... 3

Environmental Forensic Scientist

1. ENVS 2215 Environmental Science ... 4
2. ENVS 2300 Geospatial Analysis . . . 3
3. CHEM 3570/3670 Biochemistry I ... 4
4. CHEM 3580 Biochemistry II ... 3

*Wildlife Forensic Scientist**

1. ENVS 2215 Environmental Science... 4
2. BIOL 2050 Animal Behavior... 3
3. BIOL 2310 Field Ecology... 4
4. ENVS 2300 Geospatial Analysis . . . 3

*Forensic Microbiologist**

1. BIOL 2040, 2140 Microbiology for Science majors . . . 4
2. BIOL 2030 Human Disease... 3
3. CHEM 3570/3670 Biochemistry I (includes Laboratory) ... 4
4. BIOL 2300 Bioinformatics ... 3

*Forensic Toxicologist**

1. BIOL 3030 Cell Biology... 4
2. CHEM 3570/3670 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
2. BIOL 3075 Advanced Physiology... 4
3. CHEM 3570/3670 Biochemistry I (includes Laboratory) ... 4
4. CHEM 3580 Biochemistry II ...3

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).*

FORENSIC SCIENCE MINOR

Forensic science is the application of the natural sciences to answer legal questions. Students interested in the specific scientific processes and application of the scientific method in legal settings or who just want to learn more about this interdisciplinary, applied field should consider a Forensic Science minor. Students completing the minor will take courses in Introductory Biology, Chemistry, and Forensic Science to first provide a scientific baseline for upper-level courses. This will be followed with hands-on training in the documentation, recovery, testing, and reporting of forensic evidence.

Program Learning Outcomes

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

1. Demonstrate foundational knowledge in two core sciences in the Forensic Sciences, which include:
 - a. Biology
 - b. Chemistry
2. Demonstrate foundation in some of the core competencies in Forensic Science, including:
 - a. Evidence identification, collection, processing
 - b. Quality assurance
 - c. Ethics
 - d. Introduction to law

REQUIREMENTS FOR FORENSIC SCIENCE MINOR	CREDITS
BIOL 1055 Introduction to Organisms (includes Laboratory) OR BIOL 1065 Introduction to Molecules and Cells (includes Laboratory) OR BIOL 1075, 1175 Anatomy and Physiology I with Laboratory	4
CHEM 1001, 1002 Chemical Concepts with Laboratory OR 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 Forensic Science I: Evidence Response (includes Laboratory)	4
	20

Natural Sciences & Mathematics Programs

CHEMISTRY Minor

The science of chemistry focuses on the study of the chemical work including the properties of atoms, molecules, compounds and polymers, and how they interact in biological or environmental systems as well as in technological applications. Upper-level chemistry courses support and provide additional dimension to the study of the environment or of living organisms. The chemistry minor is appropriate for any students looking to deepen their scientific background in chemistry, including but not limited to students preparing for careers in nursing, medicine, research, and technology. Students will gain knowledge and skills including implementation of the scientific method, instrumentation, data analysis, scientific writing, and applied mathematics.

Program Learning Outcomes

Upon completion of the minor, students will be able to:

1. Demonstrate foundational knowledge in the core concepts of chemistry, which include structure, reactions and structural transformations and energy.
2. Apply quantitative reasoning and critical thinking skills to both problem-solving and experimentation.
3. Complete chemistry experiments utilizing appropriate techniques, instrumentation, and proper safety and data recording procedures.

REQUIREMENTS FOR CHEMISTRY MINOR	CREDITS
Prerequisites:	
CHEM 1010/1110 Introductory Chemistry I (includes Laboratory)	4
CHEM 1020/1120 Introductory Chemistry II (includes Laboratory)	4

11-12 additional elective credits from the list below. At least six of the required elective credits for the minor must be taken at Curry College.

	CREDITS
Chemistry Electives: (Choose from the following list):	
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
CHEM 2710, 2810 Physical Chemistry, with Laboratory	4
CHEM 2910 Inorganic Chemistry	3
CHEM 3570, 3670 Biochemistry I, with Laboratory	4
CHEM 3580 Biochemistry II	3
CHEM 3800 Biochemistry, Special Topics	3
CHEM 4010 Independent Research in Chemistry	1-3
	19-20

Additional prerequisites may apply to the courses listed above. Please see course descriptions for details and discuss any questions with the Science Department Chair(s).

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 Curry 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.
- 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 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, including the required courses of MATH 1150 Statistics I and MATH 2130 Calculus I. The additional credits must be earned at the 2000-level or above.

At least six credits must be earned at Curry College.

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 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.

	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	
MATH 1190 College Algebra	3
or	
MATH 2130 Calculus I or	
MATH 2140 Calculus II	
Total:	15

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 Curry Core Science Breadth and Quantitative Literacy Enhancement requirements.

Associate of Science in Nursing

ASSOCIATE OF SCIENCE IN NURSING (ASN)

Admission Requirements

1. Pre-requisite courses:
 1. For High School/GED/HiSET completion (no college coursework completed)
 1. Math: Two (2) years of math - one year must be algebra. Final grade of C+ or higher.
 2. Science: One (1) year of laboratory sciences (i.e. Life Science with lab). Final grade of C+ or higher.
 2. For Transfer Students and Associate Degree Holders, Students with a Prior Bachelor's, Master's, or Doctoral degree OR a score of 50 or higher on the Algebra CLEP exam.
 1. 3 credit college-level algebra course – C+ or higher

2. 4 credit college-level science course – C+ or higher
2. ATI TEAS Version 7 scores (Minimum scores: Reading 69%, Math 63%, English 60%, and Science 46%):
 - All applicants to the Associate of Science in Nursing (ASN) Program are required to complete the Test of Essential Academic Skills (TEAS) as part of the admissions process.
 - The TEAS exam must be taken at an approved, in-person proctored testing site (such as a college testing center or authorized testing facility). TEAS exams taken remotely or online from home are not accepted for admission consideration.
 - Official TEAS scores must be submitted according to program application deadlines. It is the applicant's responsibility to ensure that the exam is taken in a proctored setting and that official scores are sent to the College by the required date.
 - Applicants are encouraged to plan accordingly and confirm testing arrangements in advance.
3. Proof of High School diploma/ High School Transcript or higher degree
4. GPA Requirement: 2.7 cumulative for all applicants (3.0 for Master's or Doctorate degree holders)
5. College Transcripts if applicable
6. A \$25 application fee
7. Applicants with an active LPN license who want consideration for advancement placement must Select LPN to RN Advanced Placement on the ASN application
 - LPN License Number for LPN-RN applicants
 - CNA License Number if applicable

ASN Curriculum

Semester 1 14 credits	
WRIT 1400 Reading, Writing & Research I	
PRS 2215 Health Care Ethics	
PSY 1030 Introduction to Psychology	
BIOL 1020 Medical Terminology	
BIOL 1075 Anatomy and Physiology I	
BIOL 1175 Lab: Anatomy and Physiology I	
Semester 2 16 credits	
Humanities elective (2000-level)	
BIOL 1085 Anatomy and Physiology II	
BIOL 1185 Lab: Anatomy and Physiology II	
NSG 1021 Fundamental Health Concepts	
Semester 3 16.5 credits	
BIOL 2010 Microbiology	
PSY 2400 Human Development	
NSG 1025 Health and Illness Concepts of the Adult and Child	
Semester 4 12.5 credits	
PRS 1200 World Religions	
NSG 2021 Health and Illness Concepts of the Adult and Childbearing Family	
Semester 5 12 credits	
WRIT 1500 Reading, Writing & Research II	
NSG 2025 Advanced Health and Illness Concepts	
Total Credits for Program:	71 Credits
ASN Curriculum LPN-RN Pathway	
Semester 1 14 credits	
WRIT 1400 Reading, Writing & Research I	

PRS 2215 Health Care Ethics	
PSY 1030 Introduction to Psychology	
BIOL 1020 Medical Terminology	
BIOL 1075 Anatomy and Physiology I	
BIOL 1175 Lab: Anatomy and Physiology I	
Semester 2 14 credits	
Humanities elective	
BIOL 1085 Anatomy and Physiology II	
BIOL 1185 Lab: Anatomy and Physiology II	
BIOL 2010 Microbiology	
PSY 2400 Human Development	

*17 total credits by examination (HESI): NSG 1021 Fundamental Health Concepts (9 credits) & NSG 2009 Family Centered Nursing (8 credits)

Semester 3 14 credits	
PRS 1200 World Religions	
NSG 1031 Health and Illness Concepts of the Adult	
Semester 4 12 credits	
WRIT 1500 Reading, Writing & Research II	
NSG 2025 Advanced Health and Illness Concepts	
Total Credits for Program:	71 Credits

Nursing Program

NURSING

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

The mission of the Nursing programs within the School of Nursing and Health Sciences 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 and Health Sciences provides a caring and innovative educational environment that promotes intellectual and social growth, synthesis of knowledge, and interpersonal and clinical expertise.

REQUIREMENTS FOR TRADITIONAL NURSING MAJOR:	CREDITS
Prerequisites:	
BIOL 1075 Anatomy & Physiology I	3
BIOL 1175 Anatomy & Physiology I Lab	1
BIOL 1085 Anatomy & Physiology II	3
BIOL 1185 Anatomy & Physiology II Lab	1
CHEM 1001 Chemical Concepts	3
CHEM 1002 Chemical Concepts Laboratory	1
	12
Major Requirements:	
NSG 1000 Preparation for Health Care Professions	3
NSG 2003 Health Assessment	4
NSG 2013 Conceptual Basis for Nursing Practice	5
NSG 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
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

REQUIREMENTS FOR TRADITIONAL NURSING MAJOR:	CREDITS
NSG 3470 Health Policy and Finance	3
NSG 3982 Senior Seminar: Synthesis of Nursing Practice	3
NSG 3985 Progression to Practice	3
	67
Related Requirements:	
BIOL 2010 Microbiology	4
PSY 2400 Human Development	3
MATH 1150 Statistics I	3
	10

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

1. First year students must complete BIOL 1075, 1175, 1085, 1185, CHEM 1001 and CHEM 1002 with a grade of C+ on the first attempt by the end of the spring semester. Students are eligible to repeat up to 4 credits of the below listed science prerequisites prior to starting sophomore year. Students must achieve a grade of C+ or better on the second attempt. For nursing majors, failure to meet this grade requirement will result in dismissal from the nursing major. For Exploratory Health Profession students, failure to meet this grade requirement will result in non-admittance to the nursing major.
2. Nursing students must complete Microbiology BIOL 2010 with a grade of C+.
3. Additional policies and information relating to nursing students are in the course syllabi and the Nursing Program Policy and Information Handbook.
4. Nursing reserves the right to alter policies and/ or curriculum at any time.

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

Semester 1 13 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	
Semester 2 12 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	
Semester 3 13 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	
Semester 4 12 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:	50 Credits

ACCEL Program Curriculum Plan Beginning Spring 2027

Full Time Plan

Semester 1 13 credits	
NSG 2020 Foundations of Nursing for the ACCEL Student	
NSG 2030 Foundation Skills and Clinical for the ACCEL Student	
NSG 2060 Population Health in the Community for the ACCEL Student	
NSG 2205 Pathophysiology for the ACCEL Student	
Semester 2 12 credits	
NSG 2505 Pharmacology for the ACCEL student	
NSG 2245 Simulations in Clinical Judgment & Evidence Based Nursing II	
NSG 3023 Nursing Care of Children for the ACCEL Student	
NSG 3024 Nursing Care of Childbearing Families for the ACCEL Student	
Semester 3 13 credits	
NSG 3025 Mental Health Nursing for the ACCEL Student	
NSG 3045 Evidence for Nursing Practice for the ACCEL student	
NSG 3048 Nursing Care of Adults I for the ACCEL Student	
Semester 4 12 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:	50 Credits

Part Time Plan

Semester 1 6 credits	
NSG 2020 Foundation of Nursing for the ACCEL Student	
NSG 2030 Foundation Skills and Clinical for the ACCEL Student	
Semester 2 7 credits	
NSG 2060 Population Health in the Community for the ACCEL Student	
NSG 2205 Pathophysiology for the ACCEL Student	
Semester 3 7 credits	
NSG 2505 Pharmacology for the ACCEL student	
NSG 3024 Nursing Care of Childbearing Families for the ACCEL Student	
Semester 4 8 credits	
NSG 2245 Simulations in Clinical Judgment & Evidence Based Nursing II	
NSG 3023 Nursing Care of Children for the ACCEL Student	
NSG 3045 Evidence for Nursing Practice for the ACCEL Student	
Semester 5 6 credits	
NSG 3480 Nursing Care of Adults I for the ACCEL Student	
Semester 6 7 credits	
NSG 3025 Mental Health Nursing	
NSG 3475 Health Policy & Finance for the ACCEL Student	
Semester 7 9 credits	
NSG 3058 Nursing Care of Adults II for the ACCEL Student	
NSG 3987 Senior Seminar: Synthesis of Professional Nursing Practice for the ACCEL Student	
Total Credits for Program:	50 Credits

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*

- 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 II with lab*
- BIOL 2010 Microbiology with lab*
- MATH 1150 Statistics**
- PSY 2400 Human growth and development*

* Courses that must be completed before NSG 3132: Population Health in the Community

** 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
<i>Elective course</i>	3
NSG 3042 Evidence for Nursing Practice for the RN Student *	3
NSG 3470 Health Policy & Finance	3
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 **	4
Total	30

* 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.

Exercise Science Program

EXERCISE SCIENCE MAJOR

Major Goals:

1. Prepare students for entry level placement in careers of fitness, wellness, sports performance, medical fields, and/or continuing graduate studies in interrelated fields of Physical Therapy, Accelerated Nursing, Athletic Training, Cardiac Rehab, Exercise Physiology.
2. Establish foundational knowledge in anatomical terminology and physiological processes in the human body as related to fitness and wellness.
3. Translate knowledge of assessment, design, and implementation of exercise programs into a practical skill set.
4. Increase the capacity to modify physical fitness and wellness plans based off of the individual, including special populations (e.g. cardiac, peripartum, adolescents)
5. Encourage use of motivational strategies and behavioral techniques both for professional self-improvement and that of future clients

Major Learning Objectives:

Upon Completion of the Bachelor of Science in Exercise Science, Students will be able to:

1. Assess, Design, and Implement individual and group exercise and fitness programs for participants who are apparently healthy and those with controlled disease.
2. Evaluate health behaviors and risk factors, identifying necessary modifications or emergent scenarios.
3. Analyze the role that multiple body systems, lifestyle, and genetics play in development of a holistic approach to health and fitness.
4. Design appropriate exercise prescriptions with consideration of the participant's goals, medical history and current fitness levels for both healthy populations and those with controlled disease.
5. Demonstrate skill in motivational techniques to encourage positive lifestyle behaviors for health promotion.
6. Recognize various roles, industries, and global impact that Exercise Science professionals can influence in regard to health promotion.

Progression and Grade Policy – Exercise Science Major

Exercise Science majors must complete all Exercise Science (EXSC) designated courses, including prerequisites, at Curry College unless approved through the Program Course Transfer Policy.

Minimum Grades and Progression

- The minimum passing grade for all required pre-requisite and EXSC-designated courses is C-.
- A grade below C- on the first attempt requires the course to be repeated.

Course Repeats

- Students may repeat up to 8 credits of EXSC or required prerequisite coursework.
- Failure to earn a C- on a second attempt results in dismissal from the Exercise Science major.

Progression Restrictions

- Failure to meet grade requirements in 1000-level EXSC courses prevents enrollment in 2000-level EXSC courses which can delay progression and/or graduation.
- Students who fail required EXSC or prerequisite courses may experience delayed progression if those courses are prerequisites for advanced coursework.

Withdrawals and Dismissal

Students may be dismissed from the major for:

- Failing to earn a C- and withdrawing from the repeated course;
- Withdrawing from an EXSC course and subsequently failing the repeat;
- Withdrawing from the same EXSC course twice.

Course repeats are permitted on a space-available basis, with priority given according to program policy.

Clinical Internships

- All clinical internship courses require a passing grade.

- Students who do not pass must repeat the internship at an assigned site during the following summer.
- Failure of Clinical Internship II may delay graduation.
- A second failure requires faculty review and may result in dismissal or alternative outcomes.

Notification

Students who fail to meet progression standards will receive a formal progression letter via email outlining required course repeats. Students are responsible for enrolling in required repeat coursework by designated deadlines.

Requirements for Exercise Science Major:

PREREQUISITES:	CREDITS
BIOL 1075 Anatomy & Physiology I	3
BIOL 1085 Anatomy & Physiology II	3
BIOL 1175 Anatomy & Physiology I Lab	1
BIOL 1185 Anatomy & Physiology II Lab	1
CHEM 1001 Chemical Concepts	3
CHEM 1002 Chemical Concepts Lab	1
EXSC 1000 Foundations of Exercise Science Professionals	2
EXSC 1200 Nutrition for Health and Fitness	3
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CORE MAJOR REQUIREMENTS:	CREDITS
EXSC 2001 Applied Anatomy and Kinesiology	3
EXSC 2020 Exercise Physiology	3
EXSC 2021 Exercise Physiology Lab	1
EXSC 2120 Exercise Testing and Programming for Human Performance	3
EXSC 2121 Exercise Testing and Programming for Human Performance Lab	1
EXSC 2200 Performance Nutrition in Exercise and Sport	3
EXSC 3020 Principles of Strength and Conditioning	3
EXSC 3021 Principles of Strength and Conditioning Lab	1
EXSC 3120 Prevention and Care of Sports Injuries	3
EXSC 3121 Prevention and Care of Sports Injuries Lab	1
EXSC 3450 Clinical Internship I	3
EXSC 4560 Clinical Internship II	3
EXSC 4600 Research Methods in Exercise Science	3
EXSC 4650 Clinical Exercise Physiology and Prescription	3
	34
Requirements in Related Areas:	
MATH 1150 Statistics I	3
PHYS 2010 Physics I: Mechanics & Lab	4
PSY 1030 Introduction to Psychology	3
SRM 2020 Sport and Recreation Marketing & Revenue Streams	3
SRM 2070 Sport Motivation and Performance	3
	16

EXERCISE SCIENCE MINOR

The Minor in Exercise Science introduces students to the professional field of exercise science. Students in the minor will emerge with a foundational understanding in human movement mechanics as well as introductory application to exercise and nutrition programming. This minor is ideal for students looking to expand their knowledge in the role that multiple body systems, lifestyle, and genetics play in developing a holistic approach to health and fitness.

Minor Learning Objectives:

1. Assess, Design, and Implement individual and group exercise and fitness programs for participants who are apparently healthy and those with controlled disease.
2. Evaluate health behaviors and risk factors, identifying necessary modifications or emergent scenarios.
3. Analyze the role that multiple body systems, lifestyle, and genetics play in development of a holistic approach to health and fitness.
4. Design appropriate exercise prescriptions with consideration of the participant's goals, medical history and current fitness levels for both healthy populations and those with controlled disease.
5. Demonstrate skill in motivational techniques to encourage positive lifestyle behaviors for health promotion.
6. Recognize various roles, industries, and global impact that Exercise Science professionals can influence in regard to health promotion.

Minor Grade Policy:

Progression and Grade Policy – Exercise Science Minor

Students pursuing the Exercise Science Minor must complete all required EXSC courses and approved elective coursework required for the minor.

Minimum Grades and Progression

- The minimum passing grade for all required EXSC courses and electives within the minor is C-. A grade below C- on the first attempt requires the course to be repeated.

Course Repeats

- Students may repeat up to 8 credits of EXSC coursework required for the minor.
- Failure to earn a C- or higher on the second attempt will result in the course not counting toward completion of the Exercise Science Minor.

Progression Restrictions

- Failure to meet grade requirements in 1000-level EXSC courses prevents enrollment in higher-level EXSC coursework and may delay progression through the minor.
- Students who fail required EXSC courses may experience delayed progression if those courses serve as prerequisites for advanced coursework.

Minor Completion

- Students who do not meet the minimum grade requirements for all required courses in the Exercise Science Minor will not be awarded the Exercise Science Minor upon graduation.

Requirements for Exercise Science Minor:

REQUIRED COURSES:	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
EXSC 1000 Foundations of Exercise Science Professionals	2
EXSC 1200 Nutrition for Health and Fitness	3
EXSC 2001 Applied Anatomy & Kinesiology	3
EXSC 2020/2021 Exercise Physiology Lecture & Lab <i>or</i>	3-4
SRM 2070 Sport Motivation and Performance	
	19-20

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 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 & 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.

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*	1
HW 1000 Personal Health	3
MATH 1150 Statistics I	3
* May be taken pass/fail	
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Requirements for Public Health & Wellness Major:

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

MAJOR REQUIREMENTS:	CREDITS
HW 1001 Principles of Public Health & Wellness	3
HW 2000 Foundations of Community Health	3
HW 2010 Health Behavior, Education, and Promotion	3
HW 2200 Social Determinants	3
HW 2300 Environmental Health	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	3
	27
Requirements in Related Areas:	
MATH 2150 Statistics II	3
	3

Electives: 12 credits from the following courses:

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
BIOLOGY	
BIOL 2010 Microbiology	4
BIOL 2030 Human Disease	3
BIOL 2060 Introduction to Exercise Physiology	3
BIOL 2520 Nutrition	3
COMMUNICATION	
COM 3020 Intercultural Communication	3
COMPUTER SCIENCE	
CS 2100 Data Storytelling and Visualization	3
CRIMINAL JUSTICE	
CJ 1140 Quantitative Data Analysis for the Social Sciences	3
CJ 2120 Social Justice and Incarceration	3
CJ 2125 Resiliency Rising: Restorative Justice, Trauma Healing, and Resilience	3
CJ 2160 Urban Life: Culture and Change	3
CJ 2350 Human Diversity in Criminal Justice	3
CJ 2402 Domestic Violence: Family and Intimate Partner Violence	3
CJ 2505 Environmental Law, Crime, and Justice	3
CJ 3300 Justice and Human Rights Advocacy	3
CJ 3404 Sociology of Violence	3
DANCE	
DANC 2200 Dance for Social Justice	3
EDUCATION	
ED 2161 Educational Psychology	3
EXERCISE SCIENCE	
EXSC 1000 Foundations of Exercise Science	3
EXSC 2001 Applied Anatomy and Kinesiology	3

	CREDITS
BIOLOGY	
EXSC 2020/2021 Exercise Physiology and Lab	4
GRAPHIC DESIGN	
GD 2100 Data Storytelling and Visualization	3
HEALTH AND WELLNESS	
HW 2150 Introduction to Holistic Health	3
HW 2400 Sexual and Reproductive Health	3
HW 2520 Nutrition	3
HW 3020 Current issues in Health & Wellness	3
HW 3050 Race, Class, and Gender	3
MUSIC	
MUS 1000 Introduction to the Study of Music, Culture and Society	3
MUS 2550 Music of the World	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 2210 Better Living Through Ethics	3
PSYCHOLOGY	
PSY 2070 Motivation	3
PSY 2100 Adolescent Psychology	3
PSY 2125 Substance Use Counseling	3
PSY 2200 Behavior Disorders in Children	3

	CREDITS
BIOLOGY	
PSY 2220 Death, Dying and Bereavement	3
PSY 2250 Psychology of Family Life	3
PSY 2330 Drugs and Behavior	3
PSY 2400 Human Development	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 1140 Quantitative Data Analysis for the Social Sciences	3
SOC 2090 Climate Justice	3
SOC 2120 Social Justice and Incarceration	3
SOC 2125 Resiliency Rising: Restorative Justice, Trauma Healing, and Resilience	3
SOC 2160 Urban Life: Culture and Change	3
SOC 2220 Death, Dying and Bereavement	3
SOC 2350 Human Diversity in Criminal Justice	3
SOC 2402 Domestic Violence: Family and Intimate Partner Violence	3
SOC 2420 Working with Groups	3
SOC 2470 Sex, Gender and Sexuality	3
SOC 2490 Grassroots: Organizing, Leadership and Social Change	3
SOC 2505 Environmental Law, Crime, and Justice	3
SOC 2510 Social Movements and Social Action	3
SOC 3300 Sociology of Medicine and the Body	3

	CREDITS
BIOLOGY	
SOC 3390 Crisis Intervention	3
SOC 3404 Sociology of Violence	3
STUDIO ARTS	
SA 2200 Art in the Community	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 they will be able to graduate in a timely manner.
3. Students discovered to have been in violation of program academic honesty policies may risk being dismissed from the program.

Public Health & Wellness Minor

The Public Health and Wellness (PHW) Minor aims to enable students from a broad variety of educational backgrounds to apply the art and science of public health alongside the ideas and practices of their major. Since PHW is a broad, interdisciplinary, and applied field, there are often professionals with expertise in the Sciences, Education, Nursing, Communications, Criminal Justice, Sociology, Psychology, Business, Environmental Science, and more working together to approach and solve community health issues. Minor in PHW encourages students to embrace the interconnectedness of many fields of study all with the goal of improving health for all.

Learning Objectives

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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Requirements for Public Health & Wellness Minor:

Students must complete 15 credits in this minor. Three courses (9 credits) are required. Two additional courses (6 credits) will be chosen from several options to prepare the student for their area of interest. One of the additional courses must be at the 2000-level and one of the additional courses must be at the 3000-level.

MINOR 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
ADDITIONAL 2000-LEVEL COURSE (CHOOSE ONE):	CREDITS
HW 2200 Social Determinants	3
HW 2300 Environmental Health	3
HW 2500 Global Health	3
HW 2520 Nutrition	3
ADDITIONAL 3000-LEVEL COURSE (CHOOSE ONE):	
HW 3000 Introduction to Epidemiology	3
HW 3005 Public Health Advocacy and Policy	3
HW 3050 Race, Class, Gender and Health	3
	15

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 PAL and may continue in the program either full- or part-time 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 Admission 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 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	
PSY 2010 Orientation to the Psychology Major	1
MATH 1150 Statistics I	3
PSY 2050 Research Methods in Psychology (formerly Experimental Psychology)	4
PSY 3500 Senior Seminar in Psychology	3
B. Students must complete a total of 12 credits at the 2000-level and a total of 12 credits at the 3000-level, not counting the required courses above. Of these credits, 12 must come from the foundational courses listed below (i.e., three credits, or one course, from each foundation):	
Foundational Courses (One course in each of the following areas)	
Biological Psychology/Neuroscience	
PSY 2070 Motivation	3
PSY 3130 Brain and Behavior	3
PSY 3350 Health Psychology	3
Social/Personality Psychology Courses	
PSY 2090 Personality	3
PSY 2800 Social Psychology	3
PSY 3225 Multicultural Psychology	3
Clinical/Counseling Psychology Courses	
PSY 2200 Behavior Disorders in Children	3
PSY 2300 Abnormal Psychology	3
PSY 3120 Counseling Theories	3
Developmental Psychology Courses	
PSY 1400 Child Development	3

PSY 2100 Adolescent Psychology	3
PSY 2400 Human Development	3

Internship Opportunities

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

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

1. 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
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
Prerequisite	
PSY 1030 Introduction to Psychology	3
A. Required courses	
MATH 1150 Statistics I	3
MATH 2150 Statistics II	3
BIOL 1065 Introduction to Molecules and Cells	4
CS 1000 Introduction to Computer Science	3
PSY 2050 Research Methods in Psychology	4
PSY 3130 Brain and Behavior	3
PSY 3135 Cognitive Psychology	3
PSY 3500 Senior Seminar in Psychology	3
	29
B. Students must complete at least one course from each of the following areas (three credits, or one course, from each foundation):	
Foundational Courses (One course in each of the following areas)	
Biological Psychology/Neuroscience	
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	
PSY 2200 Behavior Disorders in Children	3
PSY 2300 Abnormal Psychology	3
PSY 3020 Psychological Tests	3
Developmental/Social Psychology	
PSY 1400 Child Development	3

PSY 2400 Human Development	3
PSY 2800 Social Psychology	3
C. Elective Courses: Students must complete a total of 9 credits at the 2000-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:

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.

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.

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.

Required courses:
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

Sociology & Criminal Justice Programs

CRIMINOLOGY AND CRIMINAL JUSTICE

Mission Statement

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

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

Upon completion of this program, majors will have an understanding of the importance of an effective criminal justice system in a just society. Majors, and to a lesser extent minors, will be exposed to the primary components of criminal justice systems, both domestically in the Anglo-American legal tradition, and globally in other major legal traditions, with a focus on justice as a goal.

For the criminal justice course offerings, CJ 1000 provides a comprehensive descriptive overview at the introductory level, 2000- level courses provide an in-depth specialized study of a particular case, area, or social phenomenon and introduce theoretical perspectives, and 3000-level courses apply theory critically in specific cases and consider the consequences of various theories on social policy and strategies for social change.

CJ 1000 is required as a prerequisite for any 2000-level criminal justice course and any 2000-level criminal justice course is a prerequisite for any 3000-level criminal justice course. Any student who has grounds to request a waiver of this requirement may do so by contacting the criminal justice area coordinator for a decision. This request must be made prior to enrolling in the upper level criminal justice course.

Grade Requirements for Criminology and Criminal Justice Majors

Students who major in Criminology and Criminal Justice must achieve a grade of C- or above in all core courses in the major.

If a student receives a lower grade than a C-, that student will need to repeat the course.

	CREDITS
Prerequisites:	
CJ 1000 Introduction to Criminal Justice Systems and the Administration of Justice	3
SOC 1000 Introduction to Sociology	3
Core Requirements:	
CJ 2000 Criminology	3
CJ 2020 Criminal Law	3
CJ 2030 Criminal Procedure	3
CJ 2100 Corrections	3
CJ 2212 Policing	3
CJ/SOC 2350 Human Diversity in Criminal Justice	3
CJ/SOC 2600 Methods in Social Research	3
CJ 3300 Justice and Human Rights Advocacy	3
CJ 3900 Capstone Seminar: Criminal Justice	3
Criminal Justice Electives: One elective is waived for students who major in both Transformative Justice and Criminology & Criminal Justice.	
Six credits, one each at the 2000- and 3000- level.	6
(May also be used to fill a concentration.)	
	33
Requirements in Related Areas:	
MATH 1150 Statistics I	3
OR	
CJ/SOC 1140 Quantitative Data Analysis for the Social Sciences	
CJ/SOC 2340 Developing Foundations for Success	3
CJ/SOC 3901 College to Career Transitions	1
Related requirements outside of the Criminal Justice Major	6

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

The six credits must be from two different academic disciplines except for foreign language sequences. Students who, in addition to the Criminal Justice major, are also a major or minor in another discipline are exempt from Criminal Justice Related Requirements.

ACNT 1010 Financial Accounting
BLKS/PRS 2541 Race and Religion in America
BLKS/HW 3050 Race, Class, Gender and Health*
BUS 1000 Intro to Business
BUS 1020 Business & Professional Communication
COM 2010 Public Speaking
COM 2230 Writing for Communication
COM 3020 Intercultural Communication
FSC 1010 Intro to Forensic Science
FSC 2700 Forensic Science I
MGT 2010 Organizational Behavior *
MGT 2020 Negotiation and Conflict Management*
P&H 2310 U.S. Constitutional Law
PRS 2210 Better Living Through Ethics
PRS 2410 Race and Religion in America
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*
SOC 2050 Social Problems

SOC 2200 Race and Ethnicity
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
SWK 2310 Introduction to Social Work
SWK 2520 Serving Diverse Populations
SWK 2550 Social Welfare Policy
Any foreign language course
<i>Please note, some of the above courses may have a prerequisite.</i>

CONCENTRATIONS IN CRIMINOLOGY AND CRIMINAL JUSTICE

Courses may be used to meet elective and related requirements in the major.

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.

	CREDITS
Required: 7 credits	
CJ 2215 Law Enforcement Bystander Preparation, Ethics and Wellness	1
CJ 2040 Police Investigations	3
CJ 3212 Community Policing: Case Studies and Problem Solving	3
Choose <i>one</i> of the following: 3 credits	
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	3
CJ 3450 Internship (if Law Enforcement focused)	3
Total:	10

Survivor/Victim Advocacy Concentration or Minor

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.

This sequence of courses may be completed as a minor for non-majors.

	CREDITS
Required: 15 credits	
CJ 2320 Victim Advocacy	3
CJ/SOC 2402 Domestic Violence: Family and Intimate Partner Violence	3
CJ/SOC 2350 Human Diversity in Criminal Justice	3
CJ 3300 Justice and Human Rights Advocacy	3
CJ/SOC 2120 Restorative Justice: Community & Incarceration	3
OR	
CJ/SOC 2125 Resiliency Rising: Restorative Justice, Trauma & Healing	

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:

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 1-15 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:

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.

SOCIOLOGY MAJOR	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:	
SOC 2130 Revolutionary Ideas: Social Theories that Changed Everything	3
SOC 2600 Methods in Social Research	3
SOC 4500 Doing Sociology: Senior Experience	3
Choose (at least) two from these course options	
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
	6
<i>*Course may be used as an elective after core requirement is satisfied</i>	
Electives (5 courses/15 credits)	15

Students must take 5 courses/15 credits at the 2000- or 3000-level with at least 1 from 3000-level. 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.)

Requirements in Related Areas:	
CJ/SOC 2340 Developing Foundations for Success	3
CJ/SOC 3901 College to Career Transitions	1

SURVIVOR/VICTIM ADVOCACY CONCENTRATION AND MINOR

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. Also available as a minor for students outside of the major.

SURVIVOR/VICTIM ADVOCACY	CREDITS
Required courses:	
CJ 2320 Victim Advocacy	3
CJ/SOC 2402 Domestic Violence: Family and Intimate Partner Violence	3
CJ/SOC 2350 Human Diversity in Criminal Justice	3
CJ 3300 Justice and Human Rights Advocacy	3
CJ/SOC 2120 Restorative Justice: Community & Incarceration or CJ/SOC 2125 Resiliency Rising: Restorative Justice, Trauma & Healing	3
Total:	15

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 broad-based 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
- 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

CRITICAL INEQUALITY STUDIES	CREDITS
Required courses:	
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
Electives (choose one):	3
SOC 2050 Social Problems	
SOC 2090 Climate Justice	
SOC 2095 Environmental Justice	
SOC 2450 Social Policy and Social Justice	
SOC 2490 Grassroots: Organizing, Leadership and Social Change	
SOC 2620 Diversity in Families	
SOC 3300 Sociology of Medicine and the Body	
Total:	15

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 co-requisite:

SOC 3450 SM Sociology Internship Seminar.

Community Advocacy and Justice (Major)

COMMUNITY ADVOCACY AND JUSTICE (MAJOR)

Program Description

The Community Advocacy and Justice major prepares students to become effective advocates and agents of social change in their communities and beyond. This program combines study of criminal justice systems, sociological analysis, and hands-on advocacy training to equip students with the knowledge and skills needed to address systemic inequality and promote justice.

Students in this major develop critical thinking skills to analyze how power, privilege, and social structures create and perpetuate injustice. Through coursework in restorative justice, grassroots activism, social movements, and human rights advocacy, students learn both the theoretical foundations and practical strategies necessary for effective community relationships and social change work. The program emphasizes community-centered approaches to justice, teaching students the importance of building coalitions, mobilizing communities around shared concerns, and developing campaigns that amplify marginalized voices. Students learn advocacy methods ranging from grassroots organizing to policy analysis, gaining skills in working effectively with diverse community partners.

The curriculum builds strong research and data analysis skills, enabling students to investigate social justice issues systematically and use evidence to inform advocacy strategies. Students engage deeply with questions of wealth, poverty, and social class, examining how economic inequality shapes community well-being and access to justice. They also gain understanding of how race, class, gender, sexuality, and other identities intersect with systems of justice and inequality. Throughout the program, students develop professional skills through career preparation courses, applied learning opportunities including potential community-based internships, and a capstone experience that integrates their learning.

This major is ideal for students passionate about making a difference in their communities and committed to building a more just and equitable society through advocacy and collaborative action.

Career Opportunities

Graduates of the Community Advocacy and Justice major are prepared for diverse careers in nonprofit organizations, government agencies, and advocacy groups. Students are prepared for positions as community organizers, policy advocates, campaign coordinators, grassroots mobilizers, and coalition builders working to advance social change. Graduates can work in social services and nonprofit management as program coordinators, grant writers, victim advocates, community outreach specialists, and case managers. The major also prepares students for careers in criminal justice reform, including in areas such as court advocates, restorative justice, reentry programs, diversion programs, and juvenile justice. Graduates interested in policy and research find opportunities as policy analysts, research associates, legislative aides, program evaluators, and think tank staff members. Those drawn to human rights work pursue careers with civil rights organizations, environmental justice programs, immigrant rights groups, and racial justice initiatives. The program provides excellent preparation for graduate study in social work, public policy, law, sociology, or criminal justice, while also equipping students with the practical skills needed to enter advocacy-oriented careers immediately upon graduation.

Program Learning Outcomes:

1. **Outcome 1: Systems Analysis** Critically analyze criminal justice systems and social structures that perpetuate or challenge inequality.
2. **Outcome 2: Research & Data Literacy** Design, conduct, and interpret research to investigate social justice issues and inform advocacy.
3. **Outcome 3: Community Advocacy & Social Change** Organize communities, develop campaigns, and engage in grassroots activism for social change.
4. **Outcome 4: Identity & Equity** Evaluate the intersections of race, class, gender, and other identities in relation to systems of justice and inequality.
5. **Outcome 5: Professional Practice** Apply theoretical knowledge to justice issues while developing professional skills for advocacy careers.

COMMUNITY ADVOCACY AND JUSTICE MAJOR REQUIREMENTS	CREDITS
Prerequisites:	9
CJ 1000 Introduction to Criminal Justice	3
SOC 1000 Introduction to Sociology	3
SOC/CJ 1140 Quantitative Data Analysis	3
Major Core Requirements:	30
CJ 3300 Justice & Human Rights Advocacy	3
CJ 3900 Capstone in Criminal Justice	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 2600 Methods in Social Research	3
SOC 2490 Grassroots Activism	3
SOC 2510 Social Movements	3
SOC 2760 Wealth, Poverty, and Social Class	3
SWK/SOC 2520 Serving Diverse Populations	3
Requirements in Related Areas:	
CJ/SOC 2340 Developing Foundations for Success	3
CJ/SOC 3901 College to Career Transitions	1
Major Elective (choose one from list below):	3

MAJOR ELECTIVES INCLUDE:

CJ 2204 Court Processes and Alternative Pathways

CJ 3205 Law and Society

SOC 2050 Social Problems

SOC 2095 Environmental Justice

SOC 2200 Race and Ethnicity

SOC 2470 Sex, Gender, and Sexuality

SOC 2620 Diversity in Families

SOC 3300 Medicine and the Body

SOC/CJ 2402 Domestic Violence

SOC/CJ 3404 Sociology of Violence

SOC/CJ 3450 Internship (if aligned with the major)

SOC/CJ 3640 Deviance and Social Control

SWK 2310 Intro to Social Work Practice

SWK/SOC 2550 Social Welfare Policy

PSY 2330 Drugs and Behavior

Critical Inequality Studies

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 broad-based 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
- 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
Required courses:	
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
Electives (choose one):	3
SOC 2050 Social Problems	
SOC 2090 Climate Justice	
SOC 2095 Environmental Justice	
SOC 2450 Social Policy and Social Justice	
SOC 2490 Grassroots: Organizing, Leadership and Social Change	
SOC 2620 Diversity in Families	
SOC 3300 Sociology of Medicine and the Body	
Total:	15

Survivor/Victim Advocacy

SURVIVOR/VICTIM ADVOCACY CONCENTRATION OR MINOR

This sequence of courses may be completed as a concentration within the Criminology & Criminal Justice major, or as a minor for non-CCJ majors.

The concentration/minor, 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.

	CREDITS
Required: 15 credits	
CJ 2320 Victim Advocacy	3
CJ/SOC 2402 Domestic Violence: Family and Intimate Partner Violence	3
CJ/SOC 2350 Human Diversity in Criminal Justice	3
CJ 3300 Justice and Human Rights Advocacy	3
CJ/SOC 2120 Restorative Justice: Community & Incarceration	3
OR	
CJ/SOC 2125 Resiliency Rising: Restorative Justice, Trauma & Healing	

White-Collar and Cybercrime (Minor)

WHITE-COLLAR AND CYBERCRIME MINOR

The White-Collar and Cybercrime minor prepares students to understand and investigate two rapidly evolving areas of criminal activity: traditional white-collar crimes and technology-enabled cybercrimes. This cross-disciplinary minor examines both the distinct characteristics of financial fraud and digital criminal activities, as well as cases where these crime types intersect. Students will explore conventional white-collar offenses such as corporate fraud and corruption alongside cyber-specific crimes, including identity theft, cyberstalking, and digital extremism. The program provides foundational knowledge in investigation techniques, legal frameworks, and prevention strategies applicable to both crime categories. Minors will assist students interested in careers in law enforcement, corporate security, compliance, and investigative roles that require an understanding of both traditional financial crimes and the expanding digital threat landscape.

Program Learning Outcomes

- Identify the key characteristics and methods of white-collar crime and cybercrime.
- Explain the relationship between traditional financial crimes and digital technologies.
- Describe basic investigative techniques used in white-collar and cybercrime cases.
- Recognize legal and ethical issues in white-collar and digital crime investigations.
- Apply fundamental fraud examination concepts to real-world scenarios.

WHITE COLLAR AND CYBERCRIME MINOR	CREDITS
Required courses:	
ACNT 1010 Financial Accounting	3
ACNT 2060 Forensic Accounting and Fraud Examination	3
CJ 2510 Introduction to Cybercrime	3
Choose <i>one</i> of the following:	3
CJ 2190 Transnational Crime and Corruption	
CJ 2450 White-Collar Crime	
Choose <i>one</i> of the following:	3
CJ 2530 Cyberlaw	
CJ 2620 Digital Forensics and Investigations	
Total:	15

Forensics Investigations (Minor)

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 Criminology and Criminal Justice, Psychology, Computer Science, Business Administration, Accounting and the Natural Sciences will enhance their professional tool belt with a minor in Forensics Investigations.

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):	
ACNT 2060 Fraud Examination and Forensic Accounting	3
CJ 2610 Forensic Psychology and the Law	3
CJ 2620 Digital Forensics and Investigations	3
FSC 2700 Forensic Science I: Evidence Response (includes Laboratory)	4
	14-16

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.

Criminal Justice/Criminology and Criminal Justice students must choose electives not required for their major.

LAW AND SOCIETY MINOR	CREDITS
Required Courses:	
CJ 2020 Criminal Law	3
CJ 3205 Law and Society	3
P&H 2310 U.S. Constitutional Law	3
Electives (choose two):	6
BUS 3250 Business Law, Ethics and Corporate Responsibility	
CJ 2030 Criminal Procedure	
CJ 2204 Adjudication, Courts and Conflict Resolution	
CJ/SOC 2505 Environmental Law, Crime and Justice	
CJ 2530 Cyberlaw	
CJ 2610 Forensic Psychology and the Law	
COM 3506 Media Law and Ethics	
P&H 1050 U.S. Politics	
PRS 2210 Better Living Through Ethics	
SOC 2510 Social Movements	
Total:	15

Social Work (Minor)

SOCIAL WORK MINOR

The Social Work Minor provides students with foundational knowledge of the social work profession and its commitment to social justice, human rights, and advocacy. Students explore the history, values, and ethics of social work while developing essential helping skills, cultural humility, and advocacy strategies for working with diverse populations. The curriculum examines how social policies impact vulnerable communities and emphasizes advocacy approaches for promoting systemic change at individual, community, and policy levels. Through coursework in social work practice, policy analysis, advocacy methods, and anti-oppressive frameworks, students gain practical advocacy skills applicable across various human service fields. The minor prepares students for graduate study in social work or careers in mental health, community services, policy advocacy, mental health advocacy, victim advocacy, housing advocacy, disability advocacy, legislative advocacy, nonprofit program coordination, case management, community organizing, and other helping professions where advocacy is essential.

Social Work Minor Learning Outcomes

1. Analyze the social work profession and its role in addressing social problems.
2. Evaluate how social policies and systems impact diverse populations
3. Apply frameworks for understanding diversity, oppression, and social justice
4. Demonstrate foundational helping skills and professional communication
5. Explain advocacy strategies and identify specific methods for advocating for vulnerable populations and promoting systemic change

Students can earn a minor in Social Work by completing 15 credits; four required courses (12 credits), one elective choice (3 credit). Internship is an elective option, provided that the internship is closely related to social work.

REQUIREMENTS FOR THE MINOR:	CREDITS
Required Courses:	
SOC 1000 Introduction to Sociology	3
SWK 2310 Introduction to Social Work	3
SWK 2520 Serving Diverse Populations and Advancing Social Justice	3
SWK 2550 Social Welfare Policy	3

Students must choose *one* course (3 credits) from the following:

CJ/SOC 2402 Domestic Violence	3
SOC/SWK 3390 Crisis Intervention	
SOC/SWK 3450 Internship and Internship Seminar (has pre-requisites)	
	15

White-Collar and Cybercrime (Minor)

WHITE-COLLAR AND CYBERCRIME MINOR

The White-Collar and Cybercrime minor prepares students to understand and investigate two rapidly evolving areas of criminal activity: traditional white-collar crimes and technology-enabled cybercrimes. This cross-disciplinary minor examines both the distinct characteristics of financial fraud and digital criminal activities, as well as cases where these crime types intersect. Students will explore conventional white-collar offenses such as corporate fraud and corruption alongside cyber-specific crimes, including identity theft, cyberstalking, and digital extremism. The program provides foundational knowledge in investigation techniques, legal frameworks,

and prevention strategies applicable to both crime categories. Minors will assist students interested in careers in law enforcement, corporate security, compliance, and investigative roles that require an understanding of both traditional financial crimes and the expanding digital threat landscape.

Program Learning Outcomes

- Identify the key characteristics and methods of white-collar crime and cybercrime.
- Explain the relationship between traditional financial crimes and digital technologies.
- Describe basic investigative techniques used in white-collar and cybercrime cases.
- Recognize legal and ethical issues in white-collar and digital crime investigations.
- Apply fundamental fraud examination concepts to real-world scenarios.

WHITE COLLAR AND CYBERCRIME MINOR	CREDITS
Required courses:	
ACNT 1010 Financial Accounting	3
ACNT 2060 Forensic Accounting and Fraud Examination	3
CJ 2510 Introduction to Cybercrime	3
Choose one of the following:	3
CJ 2190 Transnational Crime and Corruption	
CJ 2450 White-Collar Crime	
Choose one of the following:	3
CJ 2530 Cyberlaw	
CJ 2620 Digital Forensics and Investigations	
Total:	15

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 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 the 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	
A final grade of B or higher is required in each course to complete the certificate.	
CJ/SOC 2120 Restorative Justice: Community and Incarceration	3
CJ/SOC 2125 Resiliency Rising: Restorative Justice, Trauma Healing & Resilience	3

Visual & Performing Arts Programs (VPA)

The Department of Visual & Performing Arts (VPA) at Curry College serves as an interdisciplinary hub for the arts, offering courses and experiences that prepare students for meaningful careers while promoting global citizenship and transformative social engagement within our communities.

We offer a major and minor in **Graphic Design**, as well as minors in **Art History, Music, Dance, and Photography**.

We value multiple modes of learning and creative expression. Our Core Values include:

Creation:

Our students are makers and innovators who graduate with both expertise and hands-on experience in their chosen disciplines.

Voice:

We believe visibility is integral to the arts. We explore how systems of power shape artistic expression across history and contemporary culture. We emphasize self-advocacy and allyship as essential components of an artist’s voice.

Community-Facing Programming for Social Transformation:

Through community-based initiatives, internships, and collaborations with working artists, our programs inspire action and dialogue. We actively partner with a growing number of nonprofit organizations to create meaningful change through the arts.

All Curry students—regardless of their major—are eligible for consideration in the **VPA Honors Society**, our pathway to graduating with distinction in the arts.

Visual & Performing Arts Honors Society

Each spring, students demonstrating exceptional potential in a VPA discipline and a strong commitment to the department's values are nominated by faculty for induction into the Honors Society, typically during their junior year.

Shine Awards

The Shine Award honors students in a VPA discipline who excel academically and contribute meaningfully to the Curry community.

Graphic Design (Major/Minor)

GRAPHIC DESIGN

AI-Fluent Design Practices + Ethical AI for Creatives

The creative economy is evolving faster than ever. AI is no longer a tool of the future; it is embedded in every major creative workflow and reshaping expectations across design, marketing, media, and visual communication. Graphic designers who can think conceptually, work fluently with intelligent technologies, and make data-informed decisions will lead the next generation of creative industries; those who cannot, will be left behind.

The Graphic Design program at Curry College prepares students to meet this moment. Rooted in the traditions of design excellence, the curriculum integrates artificial intelligence as an ethical, essential creative resource alongside human-centered research and data-driven insight. Across studios in branding, UX/UI, motion, editorial, packaging, photography, animation, and in-house client work through Studio 1071 and internships, students practice hybrid workflows that combine analog craft, digital production, analytics, and AI-supported prototyping, and testing.

Students pursue a well-rounded course of study that develops conceptual thinking, visual systems, technical proficiency, and professional readiness. They learn to interpret user, audience, and market data; to design with accessibility, diversity, and equity in mind; and to reflect critically on the social and ethical implications of intelligent tools. By linking artistic inquiry with innovation, the program equips graduates to navigate and shape, the dynamic intersection of design, technology, and intelligent systems.

PROGRAM OBJECTIVE:

At Curry College, the Graphic Design program prepares you to launch a confident, competitive design career at the intersection of creativity, technology, and data-informed insight. You'll become an adaptable visual communicator who can move fluidly across print, digital, motion, and emerging media, using AI and analytics responsibly while keeping human-centered, research-driven design at the core of every project. Through hands-

on studio work, client-facing experiences, and iterative critique, you'll learn to translate information into impact, building strategic visual systems, solving real audience and market challenges, and responding to today's fast-changing creative economy.

Graphic Design Program Learning Outcomes:

Key essential competencies for professional graphic designers include:

A. Conceptual and Problem-Solving Skills

- i. Identify and define communication challenges and design problems across various contexts.
- ii. Conduct research and interpret relevant data to inform the design process and develop creative, **data-driven**, evidence-based solutions.
- iii. Apply critical and innovative thinking to generate original and effective visual concepts.

B. Visual and Aesthetic Competence

- i. Apply principles of visual organization, composition, and color theory to:
 1. Produce cohesive and compelling designs.
 2. Employ typography effectively to enhance communication, readability, and visual impact.
 3. Create visual outcomes that demonstrate aesthetic awareness and purposeful design decisions.

C. Contextual and Human-Centered Understanding

- i. Design with sensitivity to audience, purpose, and cultural context.
- ii. Integrate knowledge of human factors, including accessibility, usability, diversity, and **user/market data**, into design solutions.
- iii. Demonstrate ethical awareness in evaluating the social, environmental, and technological impact of design practice, including the responsible use of artificial intelligence.

D. Technical and Professional Proficiency

- i. Demonstrate proficiency in industry-standard tools, software, and production technologies, including AI-driven design applications.
- ii. Apply AI analytics, and emerging technologies thoughtfully, understanding both their creative potential and their ethical limitations.
- iii. Manage projects effectively, collaborating with others and meeting professional standards of organization, and accountability.
- iv. Present a cohesive professional portfolio that reflects individual strengths, creativity, and readiness for employment or advanced study.

E. Historical and Theoretical Insight

- i. Analyze and interpret works of art and design within historical, cultural, and theoretical frameworks.
- ii. Critically evaluate visual communication from diverse perspectives and traditions, including the evolving role of technology and AI in visual culture.

F. Ethical and Responsible Integration of Artificial Intelligence

- i. Evaluate and apply AI technologies in ways that enhance creativity while upholding ethical standards of authorship, equity, and accountability.
- ii. Critically assess the influence of AI on design processes, cultural narratives, and professional practice.
- iii. Demonstrate transparency and integrity in the use of AI-generated or AI-assisted content.

G. Independent Professional Competence

- i. Produce original, conceptually sound, and technically proficient work with minimal supervision.
- ii. Demonstrate adaptability, professionalism, and commitment to learning within the evolving design field.
- iii. Exhibit responsible leadership in navigating ethical and technological change in the creative industries.

Minimum Grade Policy: Students who are majoring or minoring in Graphic Design will be required to retake any pre-/co-requisite, elective, or required course offered to satisfy their major or minor requirement if they earn below a grade of a C-.

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 their advisor with a copy of the submission for record.

PREREQUISITES:	CREDITS
GD 1500 Digital Essentials and Creative Workflow	3
SA 1770 Two-dimensional Design	3
SA 1800 Drawing	3
GD 2797 Digital Photography	3
Major Requirements:	
GD 1200 Prompt Engineering: Designing Effective Human AI Collaboration	3
GD 2500 Design Principles I: Human-Centered Visual Systems	3
GD 2575 Web and Experience Design I: UX/UI Foundations	3
GD 3001 Study Abroad: Art + Design Immersion	3
GD 3500 Design Principles II: Research, Strategy and Systems	3
GD 3555 Dynamic Type and Visual Architecture	3
GD 3700 2D/3D Animation and Virtual Production	3
GD 3755 Dynamic Type and Visual Architecture II	3
GD 3765 Advanced Editorial and AI-Driven Illustration Systems	3
GD 3787 Motion Graphics and AI Visual Effects	3
GD 3790 Strategic Brand Design Systems	3
GD 3795 Packaging and Product Experience Design	3
GD 4050 Independent Studio: Graphic Design	3
GD 4570 Personal Brand Strategy and Digital Influence	3
GD 4650 Portfolio and Professional Readiness	3
GD 4700 Studio 1071	3
GD 4900 Senior Innovation Project and Exhibition	3
Art History Requirements: (9 credits)	
AH 1100 World Art	3
AH 2935 Modern Art	3
AH 2970 History of Graphic Design	3

PREREQUISITES:	CREDITS
	72

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 of 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 if they will be able to meet the requirements of both the major and the minor degree program.

The Graphic Design Minor consists of four required courses and one elective.

REQUIREMENTS:	(12 CREDITS)
GD 1500 Digital Essentials and Creative Workflow (Curry Core/Arts Breadth class)	3
GD 2500 Design Principles I: Human-Centered Visual Systems (Curry Core/Arts Breadth class)	3
GD 3500 Design Principles II: Research, Strategy and Systems	3
GD 3555 Dynamic Type and Visual Architecture	3
Select one (1) of the following electives:	(3 credits)
GD 1200 Prompt Engineering: Designing Effective Human AI Collaboration	3
GD 2575 Web and Experience Design I: UX/UI Foundations (Curry Core/Arts Breadth class)	3
GD 2797 Digital Photography and Imaging for AI Media (Curry Core/Arts Breadth class)	3
GD 3001 Study Abroad: Art + Design Immersion (Curry Core/International/Global and Active Learning class)	3
GD 3700 2D/3D Animation and Virtual Production (Curry Core/Arts Breadth class)	3
GD 3755 Dynamic Type and Visual Architecture II	3
GD 3765 Advanced Editorial and AI-Driven Illustration Systems	3
GD 3787 Motion Graphics and AI Visual Effects (Curry Core/Arts Breadth class)	3
GD 3790 Strategic Brand Design Systems	3
GD 3795 Packaging and Product Experience Design	3

GD 4650 Portfolio and Professional Readiness	3
GD 4570 Personal Brand Strategy and Digital Influence	3
GD 4700 Studio 1071 (Curry Core/Arts Breadth class)	3
GD 4900 Senior Innovation Project and Exhibition	3
	15

Art History (Minor)

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

	CREDITS
Required Courses for the Art History Minor:	
AH 1100 World Art	3
AH 2000 Identity and Visual Culture: A Global Perspective	3
	6
Current Electives in Art History—choose <i>three</i> from the following (or any other art history course at the 2000-level or beyond):	9
AH 2200 Study Abroad: History of Ancient Roman Art	
AH 2498 Film Criticism	
AH 2720 A History of Photography	
AH 2930 Contemporary Art	
AH 2935 Modern Art	
AH 2970 History of Graphic Design	
	15

Dance (Minor)

DANCE (Minor)

Dance courses in a variety of styles, global forms and levels are offered through the Department of Visual & Performing Arts to all students. The study of dance at Curry welcomes all abilities and emphasizes the fusion of scholarship with creativity, physical expression, and social advocacy.

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, community arts programming, or arts administration. A minor in dance may also enhance the preparation and competitiveness of students enrolled in the educator licensure majors.

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.

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.

Program Learning Outcomes:

1. Demonstrate mastery of basic and intermediate codified movement in two or more dance forms.
2. Practice fundamental dance principles through alignment, flexibility, strength and range of motion.

3. Articulate choreographic intent through the performance of movement.
4. Communicate using dance terminology in writing assignments and discussions.
5. Manipulate movement in order to create variations of existing thematic material and choreographic form.
6. Examine - through practice and theory - the artistic contributions of world dance forms with particular attention to origins, historical development, appropriation, and contemporary applications.

	CREDITS
DANC _____ or VPA _____ Electives at the 1000-level or above	6
Choose from the list below	
DANC _____ Dance electives at the 2000-level or above	9
	15
Available Electives:	
VPA 1000 Introduction to Visual & Performing Arts (Hum)	
DANC 1200 The Language of Movement (Wellness / Arts)	
DANC 2030 Modern Dance (Wellness / Arts) - Repeatable	
DANC 2050 Ballet I (Wellness / Arts) - Repeatable	
DANC 2100 The Art of Making Dance (Arts)	
DANC 2200 Dance Social Justice (Diversity)	
DANC 2300 World Dance History (Hum / Global / ILE)	
DANC 2350 West African Dance (Arts) - Repeatable	
DANC 2410 Somatics for Dance: Yoga - Repeatable (Wellness / Global)	
DANC 2470, 2480 Dance Performance (Active Learning / Arts) - Repeatable	
DANC 2800 Special Topic in Dance	
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 repertoires of varied global music traditions in historical and cultural context.
- Interpret music's meaning and function within a broad historical and cultural framework.
- 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 OR MUS 1000 Introduction to the Study of Music, Culture and Society OR three credits of MUS elective(s) at the 2000 level or above	3
Choose <i>six</i> credits (two courses) from the following:	6
MUS 2430 Music in Film	
MUS 2450 American Music	
MUS 2510 Music of Latin America and the Caribbean	
MUS 2550 Music of the World	
MUS 2620 Global Popular Music and Media Cultures	
MUS 2630 Music and the Call for Justice in New Orleans	
MUS 2650 The Musical: Discovering Diversity	
Choose <i>six</i> credits from the following:	6
MUS 1200 Introduction to Digital Music Production	
MUS 1370 Musicianship for Songwriting	
MUS 23XX/33XX Private instruction in Music (any instrument)	
MUS 2309/2311/2313 Sing! The Curry College Choir	
MUS 2315/3315 Small Ensemble/Band	
MUS 2570 World Percussion: Rhythm, Culture and Community	
MUS 4050 Independent Studio in Applied Music	
(MUS 2309, 2311, and 2313, can be applied multiple times for a total of 4 credits)	
	15

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.

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.

- 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 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

Students may earn a minor in Creative Writing by taking four courses at the 2000- & 3000-level. These courses consist of:

REQUIREMENTS FOR THE CREATIVE WRITING MINOR:	CREDITS
Chose <i>four</i> of the following electives*:	
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	3
Total Credits	12

*Students are required to take at least one course at the 3000-level.

Master of Science in Marriage and Family Therapy (MSFT) Grad Program

MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY (MSFT) PROGRAM

MSFT Learning Outcomes

The Master of Science in Marriage and Family Therapy program equips students to be able to:

1. Understand and demonstrate competence in the theories of psychotherapy and counseling, treatment and prevention modalities.
2. Understand the nature of human development across the lifespan.
3. Understand and demonstrate competence in the identification, diagnosis of and treatment planning for psychopathological behavior, particularly as outlined in the DSM-V.
4. Understand the issues and trends of a multicultural and diverse society and be able to demonstrate the application of this awareness to the counseling setting.
5. Understand and practice developing skills, procedures, and counseling techniques in the helping relationships.
6. Understand and demonstrate competence in the dynamics and processes of group work.
7. Understand and demonstrate competence in the ethical and legal issues of counseling and professional orientation.
8. Understand and demonstrate competence in the techniques of premarital and marital therapy.
9. Understand family developmental and relational issues in a family systems approach and resiliency model.

Required Curriculum and Course Sequence

	CREDITS
MSFT 5100 Introduction to Professional Counseling	3
MSFT 5150 The Family: Developmental and Relational Issues	3
MSFT 5210 Seminar in Personal and Professional Development	3
MSFT 5220 Legal and Ethical Issues in Counseling	3
MSFT 5310 Counseling: Philosophy, Theory, and Practice	3
MSFT 5320 Marital Preparation, Enrichment, and Therapy	3
MSFT 5330 Marriage and Family Therapy: Historical Approaches	3
MSFT 5340 Marriage and Family Therapy: Collaborative and Integrative Approaches	3
MSFT 5400 Lifespan Development and Treatment Interventions I: Children and Adolescents	3
MSFT 5510 Culturally-Sensitive Counseling	3
MSFT 5610 Understanding Research Design and Statistics	3
MSFT 5620 Techniques for Psychological and Family Assessment	3
MSFT 5710 Psychopathology and Pharmacology: Treatments for Adults	3
MSFT 5880 Lifespan Development and Treatment Interventions II: Adults	3
MSFT 5950 Group Counseling	3
Choose one of the following:	3
MSFT 5720 Religious and Spiritual Issues in Counseling	
MSFT 5860 Addictions and Substance Abuse Counseling	
MSFT 6000 Practicum and Internship: Clinical Experience and Supervision	12
Total Required Credits	60

Master of Science in Computer Science (MSCS) Grad Program

MASTER OF SCIENCE IN COMPUTER SCIENCE (MSCS) PROGRAM

EXPERIENTIAL ON-CAMPUS MS COMPUTER SCIENCE

Located in the vibrant Boston area, a global hub of innovation, our immersive two-year, on-campus MS Computer Science program is designed for innovators, problem solvers, and leaders in technology – those that want to shape the future, not just keep up with it. Experiential education is required throughout the entire program. Whether you are launching your career or advancing in your field, our program equips you with the advanced knowledge and practical skills needed to thrive in one of the fastest-growing industries in the world.

The Curry College MS Computer Science program will empower students to apply principles of computer science, mathematics, algorithms, and software development to design, implement, test, and evaluate technology solutions using industry-standard programming practices, problem-solving methodologies, and algorithmic techniques in a variety of domains. In an era of unprecedented data availability and rapid technological advancement, our curriculum emphasizes the critical competency of analytics through hands-on, experiential learning, while collaborating with a diverse cohort of future leaders from around the world, engaging in real-world global case studies and projects that provide an international perspective. From the beginning of the program experiential learning and experiences are an integral part of the Experiential On-Campus MSCS. You'll master the skills to handle, analyze, and interpret data to drive strategic insights in a global context.

Our program integrates essential skills throughout the curriculum, ensuring you not only gain theoretical knowledge but also the practical experience and global awareness to apply it immediately. Prepare to graduate career-ready, equipped with the analytical capabilities, strategic leadership skills, and global perspective to make a significant impact in today's interconnected business world.

The Curry College **Experiential on-Campus MS Computer Science** is a **STEM designated degree program**.

The MS Computer Science coursework consists of 8-week sessions for a total of 30 credits including six hours of required experiential education.

Application for Admission and Enrollment

Curry accepts applications on a rolling basis. Admissions decisions are normally made within 3 to 5 business days of the receipt of all application materials.

Admission Requirements

- Earned bachelor's degree from an accredited institution with a recommended 2.75 GPA on a 4.0 scale. Applicants earning a GPA of less than 2.75 on a 4.0 scale in their bachelor's degree will be evaluated individually.
- Sealed official undergraduate transcript(s) and any graduate transcript(s) sent to Curry College directly from the academic institution(s)

- Personal essay (Optional)
- Resumé

Applicants who do not have a BS in CS or a related technical discipline, or a strong minor in CS or a related technical discipline, must complete proficiency tests in five areas to enter the program. If they do not pass the tests, they must complete the following “bridge” classes at Curry before beginning the MSCS.

CS 2789- Programming and Problem Solving

CS 3500- Object Oriented Programming

CS 2300 - Scripting

AC 2020- Database Concepts

MATH 2160 Discrete Math or MATH 2130 Calculus I

MSCS Course Transfer Policy

At the discretion of the Director of Graduate Programs in Business, up to two courses may be considered for transfer into the program. Transfer credit will be evaluated for relevancy to the Master of Business Administration Program. Students must have received a grade of “B” or better. 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 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.

Curriculum Plan

YEAR 1 (TERM 1)		
Session I: MSCS 7000 Program Design		
Session II: MSCS 7050 Data Structures and Algorithm Designs		
1 credit of Experiential Education		

YEAR 1 (TERM 2)		
Session I: MSCS 7100 Fundamentals of AI		
Session II: MSCS 7150 Software Project Management or MSCS 7155 Research Methodology		
1 credit of Experiential Education		
YEAR 1 (TERM 3)		
Session I: MSCS 7200 Computer Vision		
Term II: MSCS 7210 Natural Language Processing		
1 credit of Experiential Education		
YEAR 2 (TERM 1)		
Session I: MSCS 7220 Human Centered AI Design		
Session II: MSCS 7230 Machine Learning		
1 credit of Experiential Education		
YEAR 2 (TERM 2)		
Session I and Session II: Experiential Education in Person		
2 credits of Experiential Education		

*Note:

1. MSCS 7010 Internship experience is required and offered every semester.
2. For those students unable to obtain an internship, the required six credits of experiential education can be earned through the Capstone Project (MSCS 7610) or Thesis (MSCS 7650) in Year 2, Term 2.

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 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 through the integration of criminological and social theory with research and evidence-based analysis to assess how data and other types of information can be translated into effective and ethical policies and programs

- **Innovation:** Students will develop the ability to think critically and creatively using evidence-based analysis to address problems through novel and ethical solutions that can be evaluated through different frames of reference. In today's dynamic world of criminal justice, technology plays an increasingly important role in developing, implementing, and evaluating innovative solutions

Grades and Academic Standing

The minimum passing grade in each course is a B-. A grade of C+ or lower in any course is cause for academic review. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found in the Graduate Studies Policies section of this Catalog.

Enrollment and Application for Admission

The program has rolling admissions. 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>

Enrollment Policy

Curry College's MACJ is a program with fully online, asynchronous classes. The academic year is comprised of three semesters made up of two, 8-week terms each semester.

Depending on whether students select the 12-month or 21-month version of the program students will enroll in two to four consecutive 8-week to 16-week courses each semester– Fall Semester (Term I and Term II); Spring Semester (Term III and Term IV); and Summer Semester (Term I and Term II). Students who request to delay continuous enrollment must make a formal request in writing to the Director of the MACJ Program. The request must include documentation of the 'extraordinary' reasons. 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 Director(s), at least one MACJ-involved faculty and the Assistant Vice President of Continuing Education and Graduate Studies (or their designee). This team reserves the right to place students on academic probation or to administratively dismiss any student who is found in violation of the Code of Conduct.

The Curriculum

The accelerated, 30-credit Master of Arts in Criminal Justice program consists of ten courses and may be completed in as little as one year. The curriculum sequence begins by developing a foundation of knowledge in the four program cornerstones: public administration, ethical leadership, problem-solving, and innovation.

Students may begin the program at any point of the sequence. The sequence consists of *Methods of Inquiry in Criminal Justice*, *Trauma-Informed Work in the Justice System*, *Research Writing Intensive - Ethical Leadership*, *Innovative Justice Administration*, *Criminal Justice Data Analysis*, *Innovative Leadership in the 21st Century*, *Criminology: Theory and Application*, *Mental Illness and Criminal Justice Administration*, and *Restorative Justice Principles and Practice*. The MACJ program coursework culminates in a Capstone course, which requires students to prepare a thorough and analytic policy prospectus on a current issue facing the criminal justice system.

Program Curriculum (30 credits)

FIRST SEMESTER
MCJ 6015 Methods of Inquiry in Criminal Justice (7-Week Course)
MCJ 6350 Trauma-Informed Work and Restoration in the Justice System (7-Week Course)
MCJ 6080 Research Writing Intensive – Ethical Leadership (14-Week Course)
SECOND SEMESTER
MCJ 6010 Innovative Justice Administration (8-Week Course)
MCJ 6025 Criminal Justice Data Analysis (8-Week Course)
MCJ 6005 Innovative Leadership in the 21st Century (8-Week Course)
MCJ 6020 Criminology: Theory and Application (8-Week Course)
THIRD SEMESTER
MCJ 6330 Mental Illness and Criminal Justice Administration (8-Week Course)
MCJ 6340 Restorative Justice Principles and Practice (8-Week Course)
MCJ 7000 Capstone (16-Week Course)

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM AND POLICIES

ONLINE MBA

The Curry College online 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.

The Curry College OnLine MBA Program is a **STEM designated degree program**.

- Degree completion is possible in less than 12 months (Can be completed in 2 years if desired)
- 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 3 to 5 business days of the receipt of all application materials.

Admission Requirements

- Earned bachelor's degree from an accredited institution with a recommended 2.75 GPA on a 4.0 scale. Applicants earning a GPA of less than 2.75 on a 4.0 scale in their bachelor's degree will be evaluated individually.
- Sealed official undergraduate transcript(s) and any graduate transcript(s) sent to Curry College directly from the academic institution(s)
- Personal essay (Optional)
- Resumé

MBA Course Transfer Policy

At the discretion of the Director of Graduate Programs in Business, up to two courses may be considered for transfer into the program. Transfer credit will be evaluated for relevancy to the Master of Business Administration Program. Students must have received a grade of "B" or better. 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

	CREDITS
MBA 7050 Financial Analytics for Managers	3
MBA 7150 Managerial Accounting Analytics	3
MBA 7200 Strategic Corporate Finance	3
MBA 7100 Business Intelligence, Machine Learning, and Predictive Analytics	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	3
Total Required Credits	30

Automatic Certificates

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	
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	
MBA 7400 Operations Management and Data Science	3
MBA 7450 Supply Chain Integration and Analytics	3
MBA 7500 Project Management and Analytics	3

EXPERIENTIAL ON-CAMPUS MBA

Located in the vibrant Boston area, a global hub of innovation, our immersive two-year, on-campus MBA program is designed to empower students with the technical prowess for data-driven decision-making and the strategic mindset to lead businesses on a global scale. In an era of unprecedented data availability and rapid technological advancement, our curriculum requires experiential learning throughout the program and emphasizes the critical competency of analytics through hands-on, experiential learning.

Collaborate with a diverse cohort of future leaders from around the world, engaging in real-world global case studies and projects that provide an international perspective. You'll master the skills to handle, analyze, and interpret data to drive strategic insights in a global context. Complementing this focus are core management courses designed to cultivate your ability to think cross-functionally, understand the international competitive landscape, and plan strategically for global impact.

Our program integrates essential skills throughout the curriculum, ensuring you not only gain theoretical knowledge but also the practical experience and global awareness to apply it immediately. From the beginning of the program experiential learning and experiences are an integral part of the Experiential On-Campus MBA. Prepare to graduate career-ready, equipped with the analytical capabilities, strategic leadership skills, and global perspective to make a significant impact in today's interconnected business world.

The Curry College Experiential On-Campus MBA is a **STEM designated degree program**, consisting of twelve, 8-week courses (36 credits), including six hours of required Experiential Education.

Application for Admission and Enrollment

Curry accepts applications on a rolling basis. Admissions decisions are normally made within 3 to 5 business days of the receipt of all application materials.

Admission Requirements

- Earned bachelor’s degree from an accredited institution with a recommended 2.75 GPA on a 4.0 scale. Applicants earning a GPA of less than 2.75 on a 4.0 scale in their bachelor’s degree will be evaluated individually.
- Sealed official undergraduate transcript(s) and any graduate transcript(s) sent to Curry College directly from the academic institution(s)
- Personal essay (Optional)
- Resumé

MBA Course Transfer Policy

At the discretion of the Director of Graduate Programs in Business, up to two courses may be considered for transfer into the program. Transfer credit will be evaluated for relevancy to the Master of Business Administration Program. Students must have received a grade of “B” or better. 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.

Curriculum Plan

YEAR 1 (TERM 1)		
Session I: MBA 7000 Organizational Theory and Communication		
Session II: MBA 7100 Business Intelligence, Machine Learning, and Predictive Analysis		
1 credit of Experiential Education		

YEAR 1 (TERM 2)		
Session I: MBA 7050 Financial Analytics for Managers		
Session II: MBA 7150 Managerial Accounting Analytics		
1 credit of Experiential Education		
YEAR 1 (TERM 3)		
Session I: MBA 7200 Strategic Corporate Finance		
Session II: MBA 7250 Law, Ethics, and Corporate Social Responsibility		
1 credit of Experiential Education		
YEAR 2 (TERM 1)		
Session I: MBA 7300 Marketing Metrics and Analysis		
Session II: MBA 7400 Operations Management and Data Science		
1 credit of Experiential Education		
YEAR 2 (TERM 2)		
Session I: MBA 7450 Supply Chain Integration and Analytics		
Session II: MBA 7350 Global Business Policy & Strategy		
1 credit of Experiential Education		
YEAR 2 (TERM 3)		
Session I: MBA 7650 Thesis (Experiential Education) <i>or</i> MBA 7600 Strategic Leadership Capstone Project: Foundations		
Session II: MBA 7650 Thesis (Experiential Education) Continued <i>or</i> MBA 7610 Strategic Leadership Capstone Project: Recommendations		

*Note:

1. MBA 7010 Internship experience is required and offered every semester.
2. For those students unable to obtain an internship, the required six credits of experiential education can be earned through the Capstone Project (MBA 7600/7610) or Thesis (MBA 7650).

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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
- 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

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 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.

	CREDITS
Summer Term 1	
MSA 6050 Data Analytics for Accounting	3
MSA 6150 Research, Writing, and Communication for Accountants	3
Summer Term 2	
MSA 6250 Advanced Forensic Accounting and Fraud Examination	3
MSA 6350 Managerial Accounting for Organizational Performance	3
Fall Term 1	
MSA 6450 Risk Management and Business Concepts	3
MSA 6550 Advanced Auditing	3
Fall Term 2	
MSA 6550 Advanced Taxation of Business Entities	3
MSA 6750 Advanced Financial Reporting for Government and Not-For-Profit Entities	3
Spring Term 3	
MSA 6850 Advanced Topics in Financial Reporting	3
MSA 6950 Business Law and Tax Planning	3
Total Required Credit	30

Healthcare Administration (MBA 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 OF 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 and 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 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 may need it. In addition, many forms of research help are available through the Levin Library.

3. Technological Ability

Educators often find themselves at the cutting edge of technology, as children come to school with more advanced technological skills than many adults. To succeed in the Master's program, students need computer skills in both general and educational software and with equipment capable of supporting online research and classwork. This includes familiarity with 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 well-crafted curriculum units and lessons; adapt and differentiate their instructional strategies based on the children's needs, model and demonstrate high expectations for all learners, adjust 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 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 1-6)

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.

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	
Orientation and Preparation	0
MED 6110 Children, Society and Education	3
MED 6710 Learning, Diversity and the Fundamentals of Teaching	3
SEMESTER TWO	
MED 6040 Foundations of Literacy for Diverse Learners	3
MED 6720 Inquiry-Based Instruction	3
MED 6440 Teaching Exceptional Children	3
SEMESTER THREE	
MED 6360 Equitable Practices for Literacy Instruction	3
MED 6555 Math Applications	3
SEMESTER FOUR	
MED 6450 Strategies for Classroom Management and Pre-Practicum	3
MED 6730 Classroom Based Assessment	3
SEMESTER FIVE	
MED 6015 Sheltered English Immersion	3
MED 6210 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 20-month cohort. Students will follow the program schedule offered for their particular cohort.

	CREDITS
SEMESTER ONE	
Orientation and Preparation	0
MED 6110 Children, Society and Education	3
MED 6710 Learning, Diversity and the Fundamentals of Teaching	3
SEMESTER TWO	
MED 6040 Foundations of Literacy for Diverse Learners	3
MED 6720 Inquiry-Based Instruction	3
MED 6440 Teaching Exceptional Children	3
SEMESTER THREE	
MED 6555 Math Applications	3
MED 6420 Models of Programs for Special Needs Children	3
SEMESTER FOUR	
MED 6450 Strategies for Classroom Management and Pre-Practicum	3
MED 6430 Psycho-Educational Assessment	3
SEMESTER FIVE	
MED 6015 Sheltered English Immersion	3
MED 6410 Field Experience Practicum	1
MED 6910 Collaborative Teaching and Learning Seminar	3
Total Required Credits	34

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 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	3
MED 6479 Thesis Advising	1
MED 6480 Capstone Seminar Thesis	3
Total Required Credits	31

Educational Foundations

Who Should Pursue This Program

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.

	CREDITS
MED 6110 Children, Society, and Education	3
MED 6710 Learning, Diversity, and Fundamentals of Teaching	3
MED 6040 Foundations of Literacy for Diverse Learners	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	
MED 6360 Equitable Practices for Literacy Instruction	
MED 6450 Strategies for Classroom Management	3
MED 6430 Psycho-Educational Assessment	3
Or	
MED 6730 Classroom-Based Assessment	3
MED 6015 Sheltered English Immersion	3
Or	
MED ---- Insert a course not already taken from above	
Total Required Credits	33

Curry College/Needham Public Schools Collaborative Internship Program

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.

	CREDITS
SEMESTER ONE	
MED 6110 Children, Society, and Education	3 (Curry)
MED 6710 Learning, Diversity, and the Fundamentals of Teaching	3 (Curry)
MED 6040 Foundations of Literacy for Diverse Learners	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 6333 6030 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 practicum-linked assignment and assessment model to assure theory is closely linked to practice, the program bridges the divide between research and reality to assure effective administrator preparation. The Curry College program is unique in its collaboration, its emphasis on practice in support of theory, and its strong support of leadership candidates. For students who want to further their education in leadership, the PSL program also serves as the first phase of Curry's new Certificate of Advanced Graduate Study (CAGS) in Educational Leadership, described later in this section.

Licensure:

This Post-Master's certificate prepares experienced educators to prepare for the following leadership roles:

- Principal/Vice Principal (Pre-K—8; 5--12)
- Supervisor/Director (level depends on pre-requisite license)
- Special Education Administrator

Unique Program Features

- Intensive 12-month program
- "Grow your Own" model, where districts identify and support their own selected candidates
- Full year, 550-hours of administrative work in the field as a pre-practicum and practicum to gain real-world leadership experience
- Coursework informed by the latest research on best practices
- Practicum assignments differentiated by licensure area
- District/College partnerships to assure high support and meaningful learning
- Blend of technologically-enhanced online and on-the-ground instruction and discussion
- Program exceeds revised minimum Massachusetts DESE standards for licensure

District/College Partnerships

Curry College developed this program in collaboration with a core group of participating districts. This working partnership and commitment maximizes the success of principal/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 2023, 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

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.

	CREDITS
SEMESTER ONE	
EDL 7010 Inclusive Education Leadership and Organizational Change	3
EDL 7150 Getting Started: Pre-Practicum in Educational Leadership	1
EDL 7060 Sheltered English Immersion for Administrators	1
(50 hours minimum)	
SEMESTER TWO	
EDL 7020 Data Driven Inquiry to Improve Teaching and Learning	3
EDL 7030 Creating Equitable Systems in Managing Human Resources	3
EDL 7160/7161 Practicum in Educational Leadership	3
(250 hours minimum)	
SEMESTER THREE	
EDL 7040 Building Effective Partnerships through Family and Community Engagement	3
EDL 7050 Education Policy, Ethics, and Finance	3
EDL 7162/7163 Practicum in Educational Leadership	3
(250 hours minimum)	
Total Required Credits	23

Autism Spectrum Disorder Specialist (Graduate Certificate/Endorsement) Grad Program

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 research-based 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 content 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 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

- 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 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
Term I: MSN 6600 Informatics and Health Information Management (3 credits)
Term II: MSN 6550 Advanced Care and Clinical Reasoning: Integrating Concepts of Health Assessment, Pathophysiology and Pharmacology (3 credits)
SEMESTER 2
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 3
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
MSN 6470 Organizational Leadership in Health Care (Nursing Administration)* (3 credits)
SEMESTER 4
Term I: MSN 6770 Quality Improvement Science & Risk Management in Healthcare (3 credits)
Term II: MSN 6760 Teaching Strategies and Evaluation Methods (Nursing Education)* (3 credits)
or
MSN 6650 Healthcare Economics and Financial Management (Nursing Administration)* (3 credits)
SEMESTER 5
Term I: MSN 6100 Leadership (3 credits)
Term II: MSN 7100 Leading and Managing Population Health (3 credits)
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 6040 Advanced Evidence-Based Research and Statistical Analysis	3
MSN 6100 Leadership	3
MSN 6300 Nursing Theory, Science and Evidence-Based Practice	3
MSN 6450 Health Policy, Systems and Financing	3
MSN 6550 Advanced Care and Clinical Reasoning: Integrating Concepts of Health Assessment, Pathophysiology and Pharmacology	3
MSN 6600 Informatics and Health Information Management	3
MSN 6770 Quality Improvement Science & Risk Management in Healthcare	3
MSN 7100 Leading and Managing Population Health	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 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 Research, Theory and Practice (3 credits)	MSN 5050 Management of Chronic Disease Care: Top 10 Health Problems (3 credits)		
Term II: MSN 5060 Quality Improvement and Risk Management for Nursing Practice (3 credits)	MSN 5070 Family Centered Care (3 credits)		
Full Term: MSN 5055 Clinical: Developmental Conditions and Chronic Disease Care (3 credits)			
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: 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
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

Effective Fall 2020 until Spring 2026

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	3
MSN 7982 Capstone Seminar	2
Total Required Credits:	35

Four courses in the Nursing Administration concentration may be taken separately, if students want to earn a Nursing Administration Certificate. The Nursing Administration Certificate can be earned post-master's for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken post-baccalaureate, and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required as part of the Certificate curriculum.

NURSING EDUCATION CONCENTRATION

Effective Spring 2026 and After

REQUIREMENTS	CREDITS
MSN 6600 Informatics and Health Information Management	3

MSN 6550 Advanced Care and Clinical Reasoning: Integrating Concepts of Health Assessment, Pathophysiology, and Pharmacology	3
MSN 6040 Advanced Evidence Based Research and Statistical Analysis	3
MSN 6300 Nursing Theory, Science and Evidence-Based Practice	3
MSN 6450 Health Policy, Systems and Financing	3
MSN 6460 Curriculum Theory Design Development and Evaluation	3
MSN 6770 Quality Improvement Science and Risk Management in Healthcare	3
MSN 6760 Teaching Strategies and Evaluation Methods	3
MSN 6100 Leadership	3
MSN 7100 Leading and Managing Population Health	3
MSN 7863 Practicum in Nursing Education	3
MSN 7982 Capstone Seminar	2
Total Required Credits:	35

Nursing Administrator (MSN Concentration/ Graduate Certificate) Grad Program

NURSING ADMINISTRATION CONCENTRATION

Effective Fall 2020 until Spring 2026

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

NURSING ADMINISTRATION CONCENTRATION

Effective Spring 2026 and After

REQUIREMENTS	CREDITS
MSN 6600 Informatics and Health Information Management	3
MSN 6550 Advanced Care and Clinical Reasoning: Integrating Concepts of Health Assessment, Pathophysiology, and Pharmacology	3
MSN 6040 Advanced Evidence Based Research and Statistical Analysis	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 6770 Quality Improvement Science and Risk Management in Healthcare	3
MSN 6650 Healthcare Economics and Financial Management	3
MSN 6100 Leadership	3
MSN 7100 Leading and Managing Population Health	3
MSN 7873 Practicum in Nursing Administration	3
MSN 7982 Capstone Seminar	2
Total Required Credits:	35

Graduate Certificates in Nursing

The four core courses in the Nursing Education or Nursing Administration concentrations may be taken separately, if students want to earn a Graduate Certificate in either discipline. A Certificate can be earned post-master's for professional development. With the agreement of the MSN Program Director and acceptable preparation, the courses could be taken post-baccalaureate, and the credits could be transferred to the MSN degree program. The course, MSN 6100 Leadership, is required in each Certificate curriculum.

See the Nursing Education Concentration Requirements or the Nursing Administration Concentration Requirements sections of the Catalog for a listing of the courses in each discipline.

Course Levels and Rotations

Course Levels

1000-Level	Courses introduce students to foundational concepts in the field assuming no prior college level exposure.
2000-Level	Courses appropriate for students with some exposure to the college regimen or to the discipline. Prerequisites may apply.
3000-Level	Upper level courses building on previous exposure to the discipline, most with prerequisites.
4000-Level	Senior level courses, most with prerequisites and required signatures. Includes independent reading and/or studies, internships, and practicum.
5000-Level and above	Graduate level courses.

Course Rotation

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

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

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 BSBA majors and ACNT, BA and FIN 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 decision-making. Topics include fundamental cost terminology, cost behavior, product costing, profit planning and budgeting, cost-volume-profit analysis, standard costs, segment reporting, differential analysis, and performance measurement techniques. Emphasis is also placed on the preparation and analysis of internal accounting reports. Ethical and international issues are discussed throughout. Required for BSBA majors and ACNT, BA and FIN minors.

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.

Pre- 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 Curry Core Active Learning requirement.

Prerequisite: ACNT 2000.

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 include an introduction to trusts, estates and gift tax, multinational tax transactions and state and local taxes. Research, analysis and planning of tax issues are also introduced.

ACNT 2030 - Financial Statement Analysis - 3 credits

Offered periodically within a three-year academic cycle

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

Prerequisite: ACNT 1010.

ACNT 2050 - Accounting Information Systems - 3 credits

Fall Semester

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

Prerequisite: ACNT 1010.

ACNT 2060 - Forensic Accounting Analytics 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

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 Theory & Practice - 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 2010.

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 2011.

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 Curry Core Communication requirement.

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.

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 spectrum 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 challenged to think critically about the broader social context (political, economic, historic, technological, etc.) surrounding such works.

This course meets the Curry Core International/ Global Interdependence requirement or the Curry Core Humanities Breadth requirement.

AH 2000 - Identity & Visual Culture: A Global Perspective - 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 Curry Core Diversity requirement or the Curry Core International/Global Interdependence requirement.

AH 2200 - Study Abroad: History of Ancient Roman Art - 3 credits

Explores the history of ancient Roman art from the founding of the Roman Republic to the end of the Roman Empire. We will begin by reviewing the dual heritage of Roman art as it evolved from both Etruscan and Greek traditions. The class will then proceed chronologically, paying particular attention to the use of art as a political and propagandistic tool in Roman society. Because of the politicized nature of Roman art, an outline of Roman history and culture will be presented in tandem with the visual material and will be essential to understanding the function of the art. This class will focus on the architectural and sculptural monuments of the city of Rome, but monuments, paintings, mosaics, and luxury materials from all over the Roman world will also be brought into class discussion. The class material will provide the foundation for what will follow in the second part—a week-long sojourn in Rome to see and experience the sites covered in the class. Following the trip, students will reflect upon their trip in the form of a reflective paper that, among other things, will have students explore the impact of how witnessing a particular artwork or site in person made them feel in person.

This course meets the Curry Core Humanities Breadth and Reading/Writing Enhancement requirements.

Prerequisites: WRIT 1400 and WRIT 1500.

AH 2498 - Film Criticism - 3 credits

Surveys representative examples of various styles and genres of motion pictures to enable students to recognize and evaluate the creative processes and criticism that are unique to film. (Same course as COM 2498).

This course meets the Curry Core 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 Curry Core 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 Curry Core 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 newer forms such as photography will be addressed, especially regarding their broader cultural, political, technological, and environmental contexts.

This course meets the Curry Core International/Global Interdependence requirement or the Curry Core Humanities Breadth requirement, and the Curry Core Reading/Writing Enhancement 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 Curry Core International/Global Interdependence requirement.

AH 3498 - Film Criticism - 3 credits

Alternate Years

Surveys core and emerging theories of cinema storytelling and the role of movies in culture. Students will develop a toolkit to explain ways cinema engages perceptions of class, race, ethnicity, gender, sexuality, and citizenship. (Same course as FCST 3498).

This course meets the Curry Core Humanities Breadth requirement and the Reading/Writing Enhancement requirement.

Prerequisites: WRIT 1400 and WRIT 1500.

Biology (BIOL)

BIOL 1020- Medical Terminology - 1 credit

Fall and Spring Semesters

This course explores the roots of all medical terminology as it pertains to a healthcare professional.

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.

This course meets the Curry Core Science Breadth and Quantitative Literacy Enhancement requirements.

BIOL 1057 - Life Science for Educators - 4 credits

Offered annually

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 Curry Core 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 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.

This course meets the Curry Core 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

Overview of the microbial world including microbial cell structure and function and the diversity of microorganisms. Introduction to the fundamental concepts of microbial metabolism, genetics, the role of microorganisms in disease, immunity, and other selected applied areas. The laboratory experience will provide students with experience in aseptic techniques along with the isolation of a broad range of nonpathogenic bacteria, using selective and enrichment techniques, with microscopic, biochemical, and molecular identification. Related exercises include genetics, physiology, quantitation, and growth energetics. Lecture and laboratory. **Fee.**

Prerequisites: BIOL 1065 or 1075/1175 and CHEM 1020/1120 or 1001/1002 or permission of instructor.

BIOL 2030 - Human Disease - 3 credits

Alternate Spring Semesters

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: C- in BIOL 1055 and 1065 or BIOL 1075/1175 and 1085/1185, or permission of 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.

Prerequisites: C- in BIOL 1065 and CHEM 1010/1110 or permission of instructor.

Corequisite: BIOL 2140.

BIOL 2050 - Animal Behavior - 3 credits

Alternate Spring Semesters

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: C- in any BIOL or SCI course or permission of instructor.

BIOL 2060 - Introduction to Exercise Physiology - 3 credits

Offered Periodically

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: C- in 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: C- in 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 stereomicroscope, learning how to identify or manipulate microorganisms for research purposes based on microscope imaging, culture, staining, and molecular techniques, and proper 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. **Fee.**

This course meets the Curry Core Reading and Writing Enhancement requirement.

Prerequisites: C- in BIOL 1065, CHEM 1010/1110, WRIT 1400, and WRIT 1500, or permission of instructor

Corequisite: BIOL 2040.

BIOL 2160 - Population Genetics - 3 credits

Offered Periodically

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 Curry Core Science Breadth and Quantitative Literacy Enhanced course.

BIOL 2300 - Bioinformatics - 3 credits

Offered Periodically

Technical innovations in molecular biology have allowed for large-scale measurements of DNA, RNA and proteins, three of the fundamental molecules of the cell. This has led to an explosion of “big data” biological datasets which are often too large to be analyzed using manual analysis or standard computers. This course is an inquiry-based introduction to this interdisciplinary field of science which combines computer programming and mathematics to analyze and interpret biological data. Students will learn the fundamentals of programming for bioinformatics by analyzing real datasets. No prior experience or knowledge of computer programming or biology is required.

BIOL 2310 - Field Ecology - 4 credits

Alternate Fall Semesters

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

Prerequisite: C- in any BIOL or SCI course or permission of instructor.

BIOL 2330 - Aquatic Biology - 4 credits

Offered Periodically

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: C- in 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

Fall Semester

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: C- in BIOL 1065, 2100, and CHEM 1020/ 1120, or permission of instructor.

BIOL 3050 - Immunology - 3 credits

Offered periodically

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: C- in BIOL 1055, 1065, 2040/2140, and 2100, or permission of instructor.

BIOL 3060 - Cancer Biology - 3 credits

Offered periodically

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 extensive analysis of the primary literature.

Prerequisite: C- in BIOL 2100 and BIOL 3030 or CHEM 3570, 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: C- in BIOL 2100 and 3030 or permission of instructor.

BIOL 3120 - Evolution and Genomics - 3 credits

Fall Semester

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

Prerequisites: C- in 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

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 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 Curry Core 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 - Laboratory: Independent Scientific Research - 1-3 credits

Fall and Spring Semesters

Independent research on a topic of current interest. Principles of experimental field or laboratory research are performed under a faculty member's supervision. Student will be required to do actual research in the lab or field with the goal of creating authentic and novel scientific research data and conclusions. Signature of faculty supervisor and department chair required.

Prerequisites: Permission of area instructor. The project must begin no later than the fall of the student's senior year.

This course meets the Curry Core 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.

BIOL 4200 - Laboratory Research in the Sciences - 1 credit

Fall and Spring Semesters

This is a structured, guided, open-ended, inquiry course designed to build a core research skillset in the sciences to develop students' ability to work independently in the lab. Students will investigate literature in the field and throughout the semester gain understanding of the nature research question and methodology that will be used in their investigation. Students will work with their instructor and peers to develop an authentic research project based on scientific literature. Students will then conduct actual laboratory, computer-based, or field experiments to work toward understanding their research question. Students should expect to be available and come to the laboratory/field at additional times other than the scheduled course meeting time to work on the research project.

Fee.

Prerequisites: BIOL 1055, BIOL 1065, CHEM 1010/1110, and CHEM 1020/1120 with grades of C- or better, or permission of instructor.

This course meets the Curry Core Active Learning requirement.

Black Studies (BLKS)

BLKS 2000 - Contemporary Black Worlds - 3 credits

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

This course meets the Curry Core Diversity requirement.

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

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

This course meets the Curry Core Diversity requirement.

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

Business (BUS)

BUS 1000 - Introduction to Business - 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 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 2001 - Global Business Management - 3 credits

Fall and Spring Semesters

This course will explore the theories and practices of global management that are used in the organization and management of businesses and institutions. Students will understand the role of the global manager and skills that are needed to succeed at different levels of the organization, with a focus on the four primary management

'functions' of planning, leading, organizing and controlling the resources and operations of a global organization. The course will also cover many factors that affect the global business environment to include sociocultural forces, diversity, sustainability and natural resources, and the overall global economy.

This course meets the Curry Core International/ Global Interdependence requirement.

Prerequisites: BUS 1000, ECON 1011.

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.

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, CJ 1140 or SOC 1140.

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: ECON 1011.

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 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 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 2540 - Employee Recruitment, Selection and Retention - 3 credits

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

Prerequisite: BUS 2500.

BUS 2550 - Operations Management - 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' Curry Core Reading and Writing Enhancement requirement.

Prerequisites: BUS 1000, ACNT 1011, and MATH 1150.

BUS 2610 - Crisis Management - 3 credits

Offered periodically within a three-year academic cycle

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

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 Dr. Ishani Tewari.

BUS 3250 - Business Law, Ethics and Corporate Social Responsibility - 3 credits

Fall and Spring Semesters

This course combines analysis of the structure, function, and development of the law most important to the conduct of business with an examination of the ethical and social context in which managers make decisions. Emphasizing the social responsibility considerations of all business stakeholders, the course focuses on practical applications via extensive use of case studies. Students will gain a sound understanding of the basic areas of U.S. and international law including contract law (including the Uniform Commercial Code); intellectual property law; business formation and organization; international business law; securities regulation; cyber law and e-commerce; antitrust law; employment law and labor law.

Prerequisite: BUS 1000 or sophomore standing.

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 Curry Core Active Learning requirement.

Prerequisites: Permission of Dr. Shawn Scott.

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 Dr. Shawn Scott.

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 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 Dr. Ishani Tewari.

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 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 Curry Core 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 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 Curry Core Science Breadth and Quantitative Literacy Enhancement requirements.

Corequisite: CHEM 1001.

CHEM 1010 - Introductory Chemistry I - 3 credits

Fall and Spring Semesters

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 1010R.

CHEM 1010-R - Introductory Chemistry I Recitation- 0 Credits

An additional classroom-hour-per-week required of CHEM-1010 sections to provide support as students practice problems and apply knowledge from the lecture portion of the class.

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 1020R.

CHEM 1020-R - Introductory Chemistry II Recitation- 0 Credits

An additional classroom-hour-per-week required of CHEM-1020 sections to provide support as students practice problems and apply knowledge from the lecture portion of the class.

CHEM 1110 - Laboratory for Introductory Chemistry I - 1 credit

Fall and Spring Semesters

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 1010 with a grade of C- or better.

Corequisite: CHEM 1020.

CHEM 2030 - Analytical Chemistry - 3 credits

Alternate Years

A study of the concepts that allow separation, identification, and quantization of matter and their application to modern problem solving in Biochemistry, Forensic Science and Environmental Science. 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

The lab is an introduction to laboratory techniques and principles covered in the class component of the course. The labs use state of the art instrumentation including GC-MS (gas chromatograph/mass spectrometer), LC-MS (liquid chromatograph/mass spectrometer), NMR (nuclear magnetic resonance spectrophotometer), and MP-AES, (microwave plasma technology). **Fee.**

Corequisite: CHEM 2030.

CHEM 2510 - Organic Chemistry I - 3 credits

Fall Semester

CHEM 2510 is designed to introduce students to the fundamental principles of organic chemistry. We will begin with a review of the carbon atom and its modes of bonding, followed by acids and bases as it is related to organic compounds, an overview of organic molecules and their functional groups, structure and bonding in alkanes and cycloalkanes and stereochemistry. After our study of hydrocarbons, we will study the structure, bonding and nomenclature of alkenes, dienes and aromatic hydrocarbons. We will also discuss methods of purification and characterization of organic compounds including chromatography and spectroscopy and end the semester with the study of organic reactions and introduce the mechanisms involved in SN1/SN2, and E1/E2 reactions.

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 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 2510 with a grade of C- or better.

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

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

Alternate Spring Semesters

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.

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 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.

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 Curry Core 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 - Laboratory: Independent Scientific Research - 1 -3 credits

Fall and Spring Semesters

Independent research on a topic of current interest. Principles of experimental field or laboratory research are performed under a faculty member's supervision. Student will be required to do actual research in the lab or field with the goal of creating authentic and novel scientific research data and conclusions. Signature of faculty supervisor and department chair required.

Prerequisites: Permission of area instructor. The project must begin no later than the fall of the student's senior year.

This course meets the Curry Core Active Learning requirement. Students may take this course more than one time for credit.

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.

CHEM 4200 - Laboratory Research in the Sciences - 1 credit

Fall and Spring Semesters

This is a structured, guided, open-ended, inquiry course designed to build a core research skillset in the sciences to develop students' ability to work independently in the lab. Students will investigate literature in the field and throughout the semester gain understanding of the nature research question and methodology that will be used in their investigation. Students will work with their instructor and peers to develop an authentic research project based on scientific literature. Students will then conduct actual laboratory, computer-based, or field experiments to work toward understanding their research question. Students should expect to be available and come to the laboratory/field at additional times other than the scheduled course meeting time to work on the research project.

Fee.

Prerequisites: BIOL 1055, BIOL 1065, CHEM 1010/1110, and CHEM 1020/1120 with grades of C- or better, or permission of instructor.

This course meets the Curry Core Active Learning requirement.

Communication (COM)

COM 1000 - Orientation to the Media and Communication Arts Major - 2 credits

Fall Semester

The purpose of this course is to introduce students to the Media and Communication Arts major, to the field of Communication generally, to Communication department faculty members, and to available careers, courses and related minors. It is designed to provide students the opportunity to connect with other students and faculty members and to encourage engagement in departmental offerings and activities. Students will explore the historical and theoretical roots of the field of Communication, will be introduced to professional organizations and potential career paths with a degree in Media and Communication Arts and to the tools, resources and opportunities provided within the department to maximize their experiences and achieve their goals. Students will gain an understanding of the structure and outcomes of the MCA major, formulate and articulate their personal goals, strengths and challenges, and draft an early Academic Action Plan for meeting those goals.

COM 1010 - Fundamentals of Communication - 3 credits

Fall and Spring Semesters

The theory and practice of communication from one person to another, in small groups, and before larger audiences. This course allows students to gain a basic understanding of the field of communication and develop skills and confidence in a variety of settings. This course introduces basic concepts, theories and principles of communication, with a focus on interpersonal communication, small group dynamics, and public speaking. The course will also help you hone your natural ability to express yourself, present ideas, persuade people, argue points, and generally develop competence as a communicator through performance and critical analysis of your communication skills in a variety of formats. In the process, you will gain a better understanding of your own communication style, improve your communication effectiveness, handle conflict more effectively, and enhance your relationships with friends, family, and colleagues.

This course meets the Curry Core Communication requirement.

COM 1020 - Digital Media Basics - 3 credits

Spring Semester

This course explores how to create content using a variety of sources including photography, audio, film/video and social media. Students will develop a basic understanding of industry software/apps, visual and audio literacies, and enrich their understanding of multiple forms of media storytelling.

Prerequisite: COM 1000.

COM 1030 - Career Speaking - 3 credits

Fall and Spring Semesters

Designed to help improve your vocal presentation, this course will introduce you to the development and production of 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 and will acquire the vocal tools necessary for the professional world.

Prerequisite: COM 1000 or permission of instructor.

COM 1510 - Beginning Radio Practicum - 1 credit

Fall and Spring Semesters

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

COM 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 2050 - Announcing for Podcast & Broadcast - 3 credits

Alternate Spring Semesters

Addresses the various techniques employed by radio announcers through practical application. Emphasis is on methodology, pacing, voice dynamics, breathing, pronunciation, inflection, and the development of voice techniques.

COM 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 2190 - Communication for Health Professionals - 3 credits

This course introduces students to the foundational and applied principles of health communication in public health, healthcare, and wellness contexts. The course explores how cultural, social, technological, and organizational factors shape communication within healthcare, wellness promotion, and health advocacy. Emphasis is placed on translating complex scientific and epidemiological information into accessible messages, crafting ethically responsive health materials, and critically evaluating communication strategies to advance individual and community health outcomes. (Same course as HW 2190).

Prerequisite: COM 1010 or HW 1001 or NSG 1000 or permission of the instructor.

COM 2200 - Writing for Broadcast Media - 3 credits

Alternate Years

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 2230 - Writing for Communication - 3 credits

Spring Semester

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.

Prerequisites: COM 1010 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 2510. **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.**

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 2740 - Video Producing and Production - 3 credits

Fall and Spring Semesters

Students will be introduced to the creative process of digital video programming, with an emphasis on field and studio producing and production. Students will learn the historical underpinnings of video production with the basics of scriptwriting, multimedia graphic creation, artistic lighting design and producing/researching. Students will also participate in various crew positions involved in live production. All students will serve as producer for an episode of talk show programming that will air on CC8; this will also serve as an ePortfolio item.

This course meets the Curry Core Arts Breadth requirement.

Prerequisite: COM 1010 or permission of instructor.

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: FCST 2761, or permission of instructor

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.

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.

COM 2905 - Photojournalism - 3 credits

Alternate Spring Semesters

This photography class will introduce you to the art of black and white photographic image making as well as color photography. You will learn to see and appreciate light in a new way, learn to see and design shapes in the frame, and you will learn how to make fine black and white and color photos. In this course, you will learn to move from snapshots to beautiful images with an emphasis on photojournalistic storytelling. The most important thing you can bring away from this course is a new sense of seeing the world around you as a photojournalist. To be able to have a finer appreciation of light in its myriad manifestations, to discover meaning in images rather than words, or most importantly, how to make images important and powerful in their own right, rather than merely "take pictures".

Prerequisite: Sophomore standing.

COM 3011 - Media Cultures - 3 credits

Fall Semester

Media Cultures engages students in essential media history, critique, and design knowledge and skills. We'll consider how communication media are consequential to the development and framing of human knowledge, perception, and action. Class lectures and discussions based upon assigned readings, podcasts, short videos, and other content inform weekly research, curation, and media production activities. Formal assignments address key technical, philosophical and practical issues to illuminate how different media forms help and/or hinder effective communication in particular contexts. The semester concludes with project presentations illuminating the roles media play in the establishment and maintenance of educational, professional, political, and other socio-cultural institutions.

Prerequisites: COM 1000, COM 1010, and WRIT 1500.

COM 3020 - Intercultural Communication - 3 credits

Spring Semester

This course will emphasize the kinds of things that happen when members of different cultures interact face-to-face either casually, in personal relationships, or in organizational settings. It will focus on the communication behaviors and values common to all cultures and ethnic groups and on the differences that insulate and divide people. Throughout the reading and lectures, students will examine the relationship between culture and perception, culture and values, and culture and behavior.

This course meets the Curry Core International/Global Interdependence requirement.

Prerequisites: COM 1010 and WRIT 1500.

COM 3450 - Communication Internship/ Field Experience - 1-9 credits

Fall and Spring Semesters

Provides students with "hands-on" experience working in field placement. Learning contract and reflection paper are required as well as weekly journals and ePortfolio items.

This course meets the Curry Core Active Learning requirement.

Prerequisite: Minimum 2.5 cumulative GPA, successful completion of Online Internship Preparation Module, and approval of internship liaison.

COM 3506 - Media Law and Ethics - 3 credits

Alternate Spring Semesters

Examines legal and ethical issues journalists face while reporting for print, broadcast or online media organizations. Topics will include previous judicial decisions affecting current trends in newsrooms and in courtrooms.

Prerequisite: COM 1300 and any 2000-level Communication course.

COM 3510 - Advanced Radio Practicum - 1 credit

Fall and Spring Semesters

A continuation of COM 2540; at an advanced level. **Fee.**

Prerequisite: First semester senior standing.

COM 3560 - WMLN-FM Management Supervisors - 2 credits

Fall and Spring Semesters

Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. **Fee.**

Prerequisite: Permission of the Director of Radio.

COM 3570 - WMLN-FM Management Supervisors - 2 credits

Fall and Spring Semesters

Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. **Fee.**

Prerequisites: COM 3560 and permission of the Director of Radio.

COM 3580 - WMLN-FM Management Supervisors - 2 credits

Fall and Spring Semesters

Open only to WMLN-FM station manager, program director, and operations director. These positions are appointed. Students may not enroll in practica at the same time. **Fee.**

Prerequisites: COM 3570 and permission of the Director of Radio.

COM 3590 - WMLN-FM Management Supervisors - 2 credits

Fall and Spring Semesters

Open only to WMLN-FM station manager, program director, and operations director. These position are appointed. Students may not enroll in practica at the same time. **Fee.**

Prerequisites: COM 3580 and permission of the Director of Radio.

COM 3752 - TV On-Air: Broadcast Reporting - 3 credits

Alternate Semesters

Designed for students who have taken Video Field Production, this class will explore the skills necessary to be an effective on-air talent in the field. Special emphasis will be placed on news reporting, interviewing, vocal delivery, and scriptwriting/production skills as it pertains to single-camera field production.

Prerequisite: COM 2760 or permission of the instructor.

COM 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 FCST 2761 or FCST 2770 or permission of instructor.

COM 3850 - Designing a Media and Communication Arts Project - 3 credits

Fall and Spring Semesters

This course prepares Media and Communication Arts majors to propose, execute, and evaluate a project to be completed in the major's Capstone course the following semester. Students will discover unique ways to design a project engaging their career, academic, and personal goals. The course will review seminal theoretical concepts established in Media and Communication Arts curricula. Students will learn project design models such as theories, best practices, and research methods unique to media and communication industries. Students complete their Capstone Project proposal in preparation for Capstone Seminar.

Prerequisite: Senior Standing.

COM 3980 - Capstone Seminar - 3 credits

Fall and Spring Semesters

This course supports Media and Communication Arts (MCA) students execute their culminating projects. The Capstone provides creative and intellectual space to continue to develop, perform, and complete a semester-long project reflective of students' academic, career, and personal goals.

Prerequisites: COM 3850 and Senior Standing.

COM 4050 - Independent Studio - 1-8 credits

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, 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: Junior, or senior standing, a 3.0 average in the subject area, and at least a 2.8 cumulative average.

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

Fall Semester

Computer Architecture and Organization provides knowledge of the internal operations of personal computing devices. Emphasis is placed on understanding the relationship among various computer parts 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 . (Same course as GD 2100).

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 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.

Pre- 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 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

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

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

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 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 employs 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 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 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 non-functional; 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.

Creative Writing (CRW)

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 Curry Core 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 Curry Core 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

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 Curry Core Arts Breadth and Reading/Writing Enhancement requirements.

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

CRW 2400 - Nature Writing - 3 credits

Offered periodically within a three-year academic cycle

This course introduces students to nature writing in the genres of nature poetry and creative nonfiction that centers the natural world. During the first half of the semester, we will read examples of texts by writers who have shaped the discourse of nature writing. We will focus in particular on the linguistic and rhetorical strategies

authors use to construct the natural world and our relationships to our environs. The second half of the course moves toward our final project, a publishable piece of public-facing nature writing designed for a specific outlet and audience. To achieve this goal, we will learn about the techniques used to write for a public audience, analyze the generic conventions of a variety of published pieces, critically review a publication outlet, and design all of the appropriate submission documents.

This course meets the Curry Core Arts Breadth and Reading/Writing Enhancement requirements.

Prerequisite: WRIT 1500.

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.

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 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 Curry 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 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

Fall and Spring Semesters

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 and Spring Semesters

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

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

This course critically examines institutional responses to crime and the systems designed to sanction criminal offenders, including the history and practice of corrections for both adult and juvenile populations. Evidence-based best practices in institutional, community-based, and reintegration settings will be explored, alongside correctional practices from other countries, considered through the lens of social justice and human rights.

Prerequisite: CJ 1000.

CJ 2120 - Restorative Justice: Community and Incarceration - 3 credits

Fall Semester

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

Spring Semester

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 Curry Core Diversity requirement.

CJ 2175 - Immigration and the US Justice System - 3 credits

Offered periodically within a three-year academic cycle

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 Curry Core International/Global Interdependence requirement.

Prerequisite: CJ 1000 or SOC 1000.

CJ 2190 - Transnational Crime and Corruption - 3 credits

Alternate Spring semesters

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 Curry Core 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 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 conflicts and achieving justice both 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 justice will be investigated, including non-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 will be explored and evaluated in the context of both criminal and civil remedies. The course will compare and contrast the standards, goals and practices in civil and criminal cases. Finally, the course will focus on the promise versus reality of equal justice under law and 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, problem-oriented policing, militarization, and technological advances will be explored. The course will also explore the history of policing in this country, and particularly, its impact on contemporary race relations. Students will also have the

opportunity to practice report writing, as well as explore risk and protective factors around officer mental health. 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 2320 - Victim Advocacy - 3 credits

Offered periodically within a three-year academic cycle

This course will examine current theories and research relating to victims and survivors of crime as well as the ways victim advocacy and assistance is provided both within and outside the criminal justice system. Students will examine the nature and extent of victimization including the distribution across people, place, time, and space and discuss risk and protective factors for those who are targets of crime. Students will critique how society and the criminal justice system prioritize certain types of victimization or classes of victims over others as well as the role of race, social class, age, gender, and other demographic factors in crime victims' access to legislators and media outlets. Careful attention will be paid to critiquing victim-blaming arguments/claims. Students will examine the historical role of victims and survivors in the criminal justice process as well as the emergence of the Victims' Rights Movement. Finally, students will explore victim advocacy and assistance services for survivors of crime.

Prerequisite: CJ 1000 or any Curry Core Social Science Breadth course.

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/CJ 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, 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 Curry Core Diversity requirement.

Prerequisite: CJ 1000 or SOC 1000.

CJ 2402 - Domestic Violence: Family and Intimate Partner Violence - 3 credits

Alternate Fall semesters

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

Alternate Spring semesters

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

Offered periodically within a three-year academic cycle

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. (Same course as SOC 2505).

This course meets the Curry Core 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 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 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.

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.

CJ 3300 - Justice and Human Rights Advocacy - 3 credits

Fall and Spring Semesters

Explores victimization and human rights violations globally and considers the strategies of human rights advocacy. The course also will focus on the role of victims/survivors, justice officials, and human rights advocates, as they respond to such atrocities as genocide and human trafficking, and attempt to mitigate these problems and promote social justice and human rights. Students will explore retributive, rehabilitative, deterrence-based, and restorative models of justice and consider each from an ethical perspective, in particular how each incorporates or affects the role of the survivor. Alternative resolution models, such as arbitration and mediation, will be examined.

This course meets the Curry Core International/Global Interdependence requirement.

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

Offered periodically within a three-year academic cycle

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.

Prerequisite: CJ 1000.

CJ 3404 - Sociology of Violence - 3 credits

Fall semesters

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) - 1-15 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 Curry Core Active Learning requirement.

Corequisite: CJ 3450SM.

Prerequisites: Completion of CJ/SOC 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: CJ 3450.

CJ 3640 - Deviance and Social Control - 3 credits

Spring semesters

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

Fall semester

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 SOC 3901).

Prerequisite: CJ/SOC 2340.

CJ 3905 - Honors Research Proposal - 3 credits

Fall 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

Spring 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 Curry Core Active Learning requirement.

Prerequisites: CJ/SOC 3905, 3.3 GPA, and rising Senior or Senior standing.

Dance (DANC)

DANC 1200 - The Language of Movement - 3 credits

Fall and Spring Semesters

This course teaches basic body awareness, enhances coordination, and connects movement to self. Students will learn basic concepts of total body connectivity to encourage and/or re-awaken dynamic, fluid, integrated movement patterns. Each week will incorporate a warm-up that will provide a balance of strength, flexibility and aerobic training with an in-depth lesson on basic principles, languages or theories of movement. No previous dance experience necessary.

This course may NOT be repeated for additional credit.

This course meets the Curry Core Wellness requirement or the Curry Core Arts Breadth 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 Curry Core Wellness requirement or the Curry Core Arts Breadth requirement.

DANC 2050 - Ballet I - 3 credits

Fall and Spring Semesters

In Ballet I, students will practice the movement language of ballet. Our physical research includes examining classical ballet origins and "ideals" that are built around rigid portrayals of class, race, gender, and body type. In Ballet I we aim to harness the power and beauty of this movement language and let it speak for us today as a language of empowerment, as inclusive rather than exclusive, and as an art form for all bodies and all identities. This course is appropriate for all levels of dance experience, will review the foundations of ballet technique, and utilize repetition to build upon movement sequences each week.

This course may be repeated for credit.

This course meets the Curry Core Wellness requirement or the Curry Core Arts Breadth requirement.

DANC 2100 - The Art of Making Dance - 3 credits

Fall and Spring Semesters

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 Curry Core Arts Breadth requirement.

DANC 2200 - Dance: Social Justice - 3 credits

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 Curry Core 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, 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 Curry Core International/ Global Interdependence requirement or the Curry Core Humanities Breadth requirement and is Information Literacy Enhanced (ILE).

DANC 2410- 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 originating over 5,000 years ago in Northern India. The practice will incorporate the study of yogic philosophy, Sanskrit terminology, and essential anatomy while building strength and flexibility, advancing 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 tradition and discipline. 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 Curry Core International/Global Interdependence or the Curry Core Wellness requirement.

DANC 2470 - Dance Performance - 1 credit

Spring Semester

Course culminates in 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. This course is intended for students to strengthen their performance, and dance production skills.

This course may be repeated for credit.

This course meets the Curry Core Active Learning requirement or the Curry Core Arts Breadth requirement.

DANC 2480 - Dance Performance - 3 credits

Spring Semester

This course culminates in 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 Curry Core Active Learning requirement or the Curry Core Arts Breadth requirement.

DANC 2800 - Special Topic in Dance- 3 credits

Offered periodically within a three-year academic cycle

Special Topic in Dance is an in-depth study of one dance form for a full semester with a visiting guest artist from the Boston area. The special topic will provide a unique opportunity on campus to study a global or specialized dance form that augments other course offerings within the Dance Program such as Bharatanatyam classical Indian, Cambodian classical dance, hip hop, tap or heels dance. This course is appropriate for all levels of dance experience, will emphasize the foundations of the dance form, and utilize repetition to build upon movement sequences each week leading to longer choreographic exemplars of the form. Information on the specific special topic will be articulated to students and their advisors during course selection and registration.

This course may be repeated for credit.

This course meets the Curry Core Arts Breadth requirement.

DANC 4050 - Independent Studio: Dance - 1-8 credits

See description in Academic Policies and Procedures.

Economics (ECON)

ECON 1010 - Principles of Macroeconomics - 3 credits

Fall and Spring Semesters

Students learn how economies function, how they grow and think critically about current economic issues to make better informed personal and civic decisions. The course will pay close attention to government's role in the macro-economy, specifically monetary policy implemented by the Federal Reserve to manage the money

supply and interest rates, as well as fiscal policy implemented by Congress and the President to affect taxes and government spending. These topics will be covered through a combination of lectures, current event-based reading, group discussions and in-class activities.

This course meets the General Education Social Science Breadth and Quantitative Literacy Enhancement requirements.

ECON 1011 - Principles of Microeconomics - 3 credits

Fall and Spring Semesters

This course introduces students to the fundamental principles of microeconomics, focusing on the behavior of individual consumers and firms in markets. Through lectures, discussions, problem-solving exercises, and current news analysis, students will gain an understanding of economic concepts such as supply and demand, consumer behavior, elasticity, market structure, production and cost, and government intervention. This course will equip students with analytical tools and critical thinking skills to analyze real-world economic issues and make informed decisions.

This course meets the General Education Social Science Breadth requirement.

ECON 2010 - Regional and Global Economics - 3 credits

Fall and Spring Semesters

This course builds upon introductory macroeconomics to provide a deeper understanding of macroeconomic principles and their application to the global and regional economy. Topics studied include the difference between rich and poor countries, the drivers of economic growth, productivity and innovation, global trade wars and trade agreements, the importance of institutions for the functioning of an economy, global and within-country inequality, fiscal policy and the true nature of budget deficits, the roles of the U.S. dollar (exchange rates), climate change and the economics of the Covid-19 pandemic. With an international perspective and a wealth of relevant examples, the course illustrates how local economic decision-making is now inescapably global.

Prerequisite: MATH 1150.

ECON 2011 - Microeconomics for Business & Policy- 3 credits

Fall and Spring Semesters

This intermediate microeconomics course explores the core theories and models used to understand how businesses, individuals, and governments make economic decisions. The emphasis will be on approaches that have overlapping applications to both business strategy and policy analysis: market dynamics, pricing strategies, firm behavior, strategic interactions (game theory), consumer choice, and the role of government in addressing issues like pollution and public goods. Students will use case studies, data analysis, and examples from current events to examine how microeconomic principles play out in practice.

Prerequisite: ECON 1011.

ECON 2050 - Forecasting and Predictive Analytics - 3 credits

Fall and Spring Semesters

Today, most business planning routinely begins with a sales forecast. Whether you are an economist, a marketer, a human resources manager, a data scientist, or a financial analyst, sooner or later, you will have to predict something. This course is designed to lead students through the most helpful techniques to use in any prediction effort. It aims to comprehend diverse forecasting tools essential for informed business decision-making. It involves the study of econometric theories to grasp the appropriate application of various methods in practical scenarios, often in the context of financial consulting. The emphasis will be on real-world applications covering topics such as basic and advanced methods for establishing causal inference, regressions involving time series data and panel data methods. The course will also cover how deep learning algorithms (Open AI) are used to analyze and interpret vast volumes of data at a high velocity and scale, making it an ideal tool for predictive analytics.

Prerequisite: MATH 1150.

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.

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 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 or permission of instructor

ED 2160 - Foundations in Early Intervention: Principles and Practice - 3 credits

Spring Semester

This course serves as an introduction to the early intervention process including referrals, service delivery, transition to public school services, the role of the service provider, evidence based practice, and family/child-centered services.

Prerequisite: ED 2230. or permission of instructor

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 Curry Core 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 or permission of instructor

ED 2235 - Early Assessment and Intervention - 3 credits

Fall Semester

An introduction to research based screening and assessment tools and intervention strategies found to be effective in evaluating and supporting the cognitive, linguistic, social, and emotional needs of young children, including children who are at risk of or have been diagnosed with developmental delay birth to age three).

Prerequisites ED 2160, ED 2230.

ED 2342 - Field Observation & Participation: Early Education & Care - 3 credits

Fall Semester

Third year students pursuing DEEC Early Care & Education credentialing 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 Curry Core Active Learning requirement.

Prerequisite: ED 2411.

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 Curry Core Active Learning requirement.

Prerequisites: SPE 2600, junior standing in major.

Corequisite: ED 1500.

ED 2354 - Integrated Learning through the Arts - 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) into 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.

Pre- 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, 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 Curry Core 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 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 Corequisite: 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 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

Fall Semester

This course is intended to familiarize students with the various aspects of out-of-school time programming for children and youth including but not limited to after school programming and community/youth organizations. By examining the criteria for effective learning environments for children and youth, students will gain an understanding of the factors that contribute to programming for positive youth development. Students complete a six (6) hour-a-week field observation and participation field component in conjunction with this course in an after school program, or youth organization.

Prerequisite: ED 2411 or ED 2412 or permission of instructor

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 1030 or 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

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.

Prerequisite 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 Curry Core Reading/Writing Enhancement requirement.

Prerequisites: ED 2342 or ED 3700

Corequisite: ED 3196 or 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.

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 3700.

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 Curry Core Reading/Writing Enhancement requirement.

Prerequisite: Junior standing in the major.

Corequisite: ED 3196, ED 3197, or ED 3198.

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 Curry Core Active Learning requirement.

Prerequisite: ED 3700.

Corequisite: ED 3195.

ED 3197 - Pre-Practicum I: Elementary - 1 credit

Spring Semester

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 Curry Core Active Learning requirement.

Prerequisite: ED 3700.

Corequisite: 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.

Prerequisite: Junior standing in the major 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 Curry Core Social Science Breadth and Quantitative Literacy Enhancement requirements.

Prerequisites: MATH 1550, MATH 2550.

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.

Corequisite: ED 3190.

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.

Prerequisite: ED 3195.

Corequisite: 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.

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 Curry Core 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 semester* of the last year of study. This field experience will comprise 2 days a week in an approved setting.

This course meets the Curry Core 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 Curry Core Active Learning requirement.

Prerequisite: ED 2342.

Corequisite: ED 3115.

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.

Prerequisite or Corequisite: ED 4568 or permission of instructor.

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.

Corequisite: SPE 3350.

ED 3700 - The Teaching of Reading - 3 credits

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 3701.

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, SPE 3455.

ED 3751 - Supporting Multilingual Learners - 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, SPE 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.

Prerequisite: 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 2.5-hour 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 Curry Core Active Learning requirement.

Prerequisites: ED 3451, ED 2230.

Corequisite: ED 4560 SM.

ED 4560 - SM Practicum Seminar - 0 credits

Fall and Spring Semesters

This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communicating & collaborating with parents, identifying community resources, leadership and advocacy.

Corequisite: ED 4560.

ED 4561 - Practicum II: Preschool Setting - 6 credits

Fall and Spring Semesters

Students in the Early Education and Care major complete an 18 hour a week field placement in a preschool setting. Students have the opportunity to plan and implement curricula that enhances all areas of development as well as create learning environments that foster children's growth and learning. Field hours may be counted toward required work experience for Massachusetts DEEC Preschool Lead Teacher certification/qualifications.

This course meets the Curry Core Active Learning requirement.

Prerequisite: ED 3451.

Corequisite: ED 4561 SM.

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 Curry Core Active Learning requirement.

Corequisite: ED 4574.

ED 4574 - Senior Practicum Seminar - 3 credits

Spring Semester

Taken in conjunction with Senior Practicum, ED 4574 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, well-structured 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 Curry Core Active Learning Requirement.

Prerequisite: ED 3334.

Corequisite: ED 4567 SM.

ED 4567 - SM 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.

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 Curry Core Active Learning requirement.

Prerequisite: Senior standing in major.

Corequisite: ED 4568 SM.

ED 4568 - SM Practicum Seminar - 0 credits

Fall and Spring Semesters

This weekly, one-hour seminar is taken in conjunction with Senior Practicum. Weekly assignments and discussions focus on various aspects of working with children and families. Topics of discussion may include, but are not limited to: professional role and responsibilities, communicating & collaborating with parents, identifying community resources, leadership and advocacy.

Corequisite: ED 4568.

ED 4570 - Senior Practicum: Early Childhood - 9 credits

Spring Semester

Students will complete a five-day a week practicum experience in settings approved to meet the requirements for licensure as Early Childhood teacher (Pre K-2). Students will be placed in a Pre K/K setting and a grades 1 or 2 setting.

This course meets the Curry Core Active Learning requirement.

Prerequisites: ED 3330, ED 3331.

Corequisite: ED 4580.

ED 4580 - Senior Practicum Seminar - 3 credits

Spring Semester

Taken in conjunction with Senior Practicum, ED 4580 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, well-structured 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 Curry Core 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 Curry Core Humanities Breadth requirement and some sections may be Reading/ Writing Enhanced.

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

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 Curry Core International/Global Interdependence requirement.

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

Entrepreneurship (ENT)

ENT 2000- Principles of Entrepreneurship and Planning New Ventures - 3 credits

This course is for students who would like to understand the business planning process and underlying concepts associated with successful startup ventures, “Intrapreneuring” (internal/corporate venturing) and an emerging concept known as “Entrepreneuring” (Neck, et. al), which supports newness promoted by individuals or groups in any type of organization, such as new ideas, markets, ventures, products, institutions, etc. This course will require you to understand the “building blocks” of successful ventures, and then apply a “customer development” technique using a systematic method.

Prerequisite: BUS 1000.

ENT 2010 - Business Research: Tools and Techniques for Data-Driven Decision - 3 credits

Alternate Semesters

This course is designed to provide students with advanced research skills and analytical tools necessary for successful entrepreneurship, strategic planning, management consulting, and marketing. Through a combination of lectures, case studies, and hands-on projects, students will learn how to conduct effective research, analyze data, and apply their findings to make informed business decisions. Emphasis will be placed on real-world applications in various business contexts, with a particular focus on developing competitive strategies, identifying market opportunities, and consulting practices. Students will develop the fundamental technical knowledge and skills needed to conduct effective primary and secondary, qualitative and quantitative research and to analyze and communicate findings and conclusions. (Same course as MRKT 2010).

Prerequisites: BUS 1000, MATH 1150, MRKT 2050.

ENT 3000 - Entrepreneurship: Launching a New Venture - 3 credits

This course allows students to apply entrepreneurial concepts, including opportunity evaluation, value creation, and startup management. Students learn how to recognize unfulfilled customer needs in the market and problem-solve to fill those gaps through innovation. Students work in teams to identify business opportunities, understand the needs of stakeholders, develop solutions, and pitch their proposals to supporters and investors. This accelerator-style course will prepare students to apply lean startup, entrepreneurship, and intrapreneurship concepts toward developing their own startups or advancing their position as industry professionals.

Prerequisites: ENT 2000 and ENT 2010.

Environmental Science (ENVS)

ENVS 2215 - Environmental Science - 4 credits

Alternate Fall Semesters

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

Prerequisite: C- in any BIOL or SCI course or permission of instructor.

ENVS 2300 - Geospatial Analysis - 3 credits

Alternate Years

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: C- in 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: C- in 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.

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 Curry Core 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.

ENVS 4010 - Laboratory: Independent Scientific Research - 1-3 credits

Fall and Spring Semesters

Independent research on a topic of current interest. Principles of experimental field or laboratory research are performed under a faculty member's supervision. Student will be required to do actual research in the lab or field with the goal of creating authentic and novel scientific research data and conclusions. Signature of faculty supervisor and department chair required.

This course meets the Curry Core Active Learning requirement.

Prerequisite: Permission of area instructor. The project must begin no later than the fall of 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.

Prerequisite: Honors candidate and permission of advisor. The project must begin no later than the fall of the student's senior year. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4010 for Honors candidates.

ENVS 4200 - Laboratory Research in the Sciences - 1 credit

Fall and Spring Semesters

This is a structured, guided, open-ended, inquiry course designed to build a core research skillset in the sciences to develop students' ability to work independently in the lab. Students will investigate literature in the field and throughout the semester gain understanding of the nature research question and methodology that will be used in their investigation. Students will work with their instructor and peers to develop an authentic research project based on scientific literature. Students will then conduct actual laboratory, computer-based, or field experiments to work toward understanding their research question. Students should expect to be available and come to the laboratory/field at additional times other than the scheduled course meeting time to work on the research project.

Fee.

Prerequisites: BIOL 1055, BIOL 1065, CHEM 1010/1110, and CHEM 1020/1120 with grades of C- or better, or permission of instructor.

This course meets the Curry Core Active Learning requirement.

Exercise Science (EXSC)

EXSC 1000 - Foundations of Exercise Science Professionals - 2 credits

Fall Semester

This is an introductory course where students will gain a foundational understanding about the professional field of exercise science. The emphasis of this course is for students to explore career opportunities within the field of exercise science as well as gain introspective skills to identify areas for personal growth. Through hands-on interaction with professionals in the field, students will develop skills in interprofessional interviewing, networking, and communication. By the end of the course, students will have a well-rounded perspective on the field of exercise science for future career opportunities, personal growth, areas of research, community involvement, and internship considerations.

EXSC 1200 - Nutrition for Health and Fitness - 3 credits

Spring Semester

This is an introductory course where students will gain foundational understanding of nutritional terminology, units of measure, bioenergetics, national guidelines, and global impact. Students will utilize this foundational knowledge to understand the relation of nutrition and exercise by integrating metabolism and physiology concepts within the context of health and fitness. Throughout the course, students will be challenged to think critically about current nutritional trends for various participant populations relating back to programming for health and fitness.

Prerequisite: Any EXSC, BIOL, CHEM or SCI course or permission of instructor.

EXSC 2001 - Applied Anatomy and Kinesiology - 3 credits

Fall Semester

This course is focused on diving deeper into the skeletal and muscular anatomy of the human body, including accurately palpating major landmarks. Students will be introduced to biomechanical concepts as applied to human movement. By the end of the course, students will have developed novice-level skill in applying anatomical and biomechanical rationale behind exercise selection as well as recognize how to adapt exercises to favor a specific muscle group.

Prerequisites: EXSC 1000, BIOL 1075/1175, BIOL 1085/1185.

EXSC 2020 - Exercise Physiology - 3 credits

Fall Semester

Foundational course in Human Exercise Physiology where physiological adaptations to exercise and energy requirements are explored and applied for both athletic and special populations. This is a lecture course designed to correspond with laboratory exercises in order to create both a didactic and practical understanding of the information covered. Specific topics include: Nervous System with Relation to Skeletal Muscle Control, Physiology of Skeletal Muscle Contraction and Fiber Type, Providing Energy for Muscular Contraction (bioenergetics), Body System Response and Adaptation to Exercise, Physiology behind exercise programming under the FITT framework (Frequency-Intensity-Time-Type) for health/fitness, athletic, and special populations, Physiology behind nutritional requirements for health/fitness, performance, and body composition, and future research in the field.

Prerequisites: BIOL 1075/1175 and BIOL 1085/1185.

Pre-or Corequisites: CHEM 1001/1002 or CHEM 1010/1110.

Corequisite: EXSC 2021.

EXSC 2021 - Exercise Physiology Lab - 1 credit

Fall Semester

Complimentary to the Lecture, this is a foundational course in Human Exercise Physiology where typical physiological adaptations to exercise and energy requirements are explored for both athletic and special populations. Different from the lecture, this lab is focused on practical, hands-on learning. This requires full and active participation of the student. Students are encouraged to approach this course through a critical lens, challenging current theories and research. Specific topics include: Physiology of Skeletal Muscle Contraction with Application to Exercise and Performance, Calculation of Work, Power and Force in Terms of Exercise Energy Expenditure, Energy Systems, Principles of Warm-Up and Cool-Down, Physiology and Measurement of Cardiovascular and Respiratory Response to Exercise, Exercise Testing for Cardiovascular Fitness and

Sport Specific Training, Design and Implementation of Health and Fitness Programming for active and special populations, Design and Implementation of Training Programming for Athletic Populations, and Nutritional Considerations for Exercise.

Prerequisites: BIOL 1075/1175 and BIOL 1085/1185.

Pre-or Corequisites: CHEM 1001/1002 or CHEM 1010/1110.

Corequisite: EXSC 2020.

EXSC 2120 - Exercise Testing and Programming for Human Performance - 3 credits

Spring Semester

Through a critical lens, students will examine the standards for Exercise Testing screening and administration as established by the American College of Sports Medicine (ACSM). Students will develop an understanding of the protocols for exercise testing within the health and fitness domains of: cardiorespiratory fitness, body composition, flexibility, muscular strength, muscular endurance, and sport-specific testing. Students will call upon their knowledge of human anatomy and exercise physiology to extrapolate testing results into tangible health and fitness goals for Exercise Program design.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, either CHEM 1001/1002 or CHEM 1010/1110, EXSC 2001, EXSC 2001/2020.

Corequisite: EXSC 2121.

EXSC 2121 - Exercise Testing and Programming for Human Performance Lab - 1 credit

Spring Semester

Students will develop skills in screening, administration, and evaluation of Exercise Testing Protocols within the domains of: cardiorespiratory fitness, body composition, flexibility, muscular strength, muscular endurance, and sport-specific testing. Students will learn to apply these skills for carryover into Exercise Program design for health and fitness.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, either CHEM 1001/1002 or CHEM 1010/1110, EXSC 2001, EXSC 2001/2020.

Corequisite: EXSC 2120.

EXSC 2200 - Performance Nutrition in Exercise and Sport - 3 credits

Spring Semester

This course provides an in-depth understanding of the interactions between nutrition and exercise with an emphasis on performance. This course will examine the energy demands of different athletic populations before, during, and after exercise. Students will apply this understanding to consider how those demands can be met

with nutrition as well as supplemented by ergogenic aids. By the end of the semester, students will use this knowledge to perform a case study on energy demands and recommended nutritional sources for a specific athletic population.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, either CHEM 1001/1002 or CHEM 1010/1110, EXSC 1200, EXSC 2020/2021.

EXSC 3020 - Principles of Strength and Conditioning - 3 credits

Fall Semester

Students will gain an in-depth understanding of the physiological principles and adaptations in the human body for various exercise modalities: muscular strength & power, aerobic conditioning, plyometrics, and muscular endurance. Students will use this understanding for exercise equipment selection, environmental considerations, and exercise programming for the individual's energy and/or sport demands. Additionally, students will critically examine coaching and motivational techniques when it comes to strength and conditioning. The course will culminate in a final project where students critically research and examine a new training trend, looking at its' efficacy and predicted use.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, EXSC 2001, EXSC 2020/2021, EXSC 2120/2121.

Corequisite: EXSC 3021.

EXSC 3021 - Principles of Strength and Conditioning Lab - 1 credit

Fall Semester

Students will build upon the didactic knowledge from lecture to gain applied skills in exercise and fitness assessment, program design, and program modification for the training modalities of: muscular strength & power, aerobic conditioning, plyometrics, and muscular endurance. Students will also be tasked to critically consider equipment selection and demonstrate skills in recognizing the need for exercise modification and progression. The course will culminate in a final project where students will apply their hands on knowledge to program design and consideration for a specific sport.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, EXSC 2001, EXSC 2020/2021, EXSC 2120/2121.

Corequisite: EXSC 3020.

EXSC 3120 - Prevention and Care of Sports Injuries - 3 credits

Fall Semester

This course is designed for students to examine exercise prescription for both health and fitness as well as athletic populations through the lens of prevention. Students will learn the pathophysiology behind common musculoskeletal injuries, how they can be prevented (pre-screening), and how exercise programs can be modified for past or current injuries.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, EXSC 2001, EXSC 2020/2021, EXSC 2120/2121.

Corequisite: EXSC 3121.

EXSC 3121- Prevention and Care of Sports Injuries Lab - 1 credit

Fall Semester

This course is designed for students to build on their didactic knowledge of musculoskeletal injuries and become skilled in hands on movement analysis techniques, exercise modifications, and equipment adjustments for injury and prevention. Students will also learn about basic first-aid and emergency procedures for exercise-related injuries.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, EXSC 2001, EXSC 2020/2021, EXSC 2120/2121.

Corequisite: EXSC 3120.

EXSC 3200- Biomechanics in Exercise Science - 3 credits

Elective course offered biennially in Spring Semester

This course studies the mechanical principles that govern human movement as applied to exercise science, sport performance, injury prevention, and rehabilitation. Students will explore the anatomical and biomechanical foundations of motion, including forces, levers, torque, joint kinematics and kinetics, muscle action, analysis of gait, locomotion, and functional movement patterns. Emphasis will be placed on applying biomechanical analysis to real-world contexts, such as lifting mechanics, running gait, sport-specific movement, and corrective exercise. The course blends lecture, lab work, and applied projects to reinforce theoretical concepts with hands-on experience.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, EXSC 2001, PHYS 2010, MATH 1190 (or higher level math), or permission of instructor.

EXSC 3450 - Exercise Science Clinical Internship I - 3 credits

Spring Semester

Provides students with an opportunity to gain knowledge and skills from a planned work experience in the student's career field. Internships are completed under the guidance of an on-site supervisor / clinical instructor. In addition to meeting core learning outcomes, students will be required to fulfill internship requirements at midterm and final as evaluated by clinical instructor and the faculty internship advisor. Internship placements are directly related to the student's program of study and provide learning experiences that go beyond the classroom. This first internship may also be used as an opportunity to explore career fields. Students must meet with Internship Coordinator / Faculty Internship Advisor prior to registering.

This course meets the Curry Core Active Learning requirement.

Prerequisites: BIOL 1075/BIOL 1175, BIOL 1085/BIOL 1185, CHEM 1001/1002 or CHEM 1010/1110, EXSC 1200, EXSC 2001, EXSC 2020/2021, EXSC 2120/2121, EXSC 2200, EXS 3020/3021, and EXSC 3120/3121, or permission of instructor.

EXSC 4560- Exercise Science Clinical Internship II- 3 credits

Spring Semester

Builds upon internship I to give students further, in-depth, hands-on skills from a planned work experience within the student's career field. Internships are completed under the guidance of an on-site supervisor / clinical instructor. In addition to meeting core learning outcomes, students will be required to fulfill internship requirements at midterm and final as evaluated by clinical instructor and the faculty internship advisor. Internship placements are directly related to the student's program of study and provide learning experiences that go beyond the classroom. Students must meet with Internship Coordinator / Faculty Internship Advisor prior to registering.

Prerequisites: BIOL 1075/BIOL 1175, BIOL 1085/BIOL 1185, CHEM 1001/1002 or CHEM 1010/1110, EXSC 1200, EXSC 2001, EXSC 2020/2021, EXSC 2120/2121, EXSC 2200, EXS 3020/3021, EXSC 3120/3121, EXSC 3450, and EXSC 4600, or permission of instructor.

EXSC 4600- Research Methods in Exercise Science - 3 credits

Fall Semester

In this course, students will develop their knowledge in accessing, evaluating, and disseminating scientifically based research within the field of Exercise Science. Students will develop skills in critical thinking, problem solving, ethical assessment, research planning, and processes. This course will culminate in a final research project.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, EXSC 1200, EXSC 2001, EXSC 2020/2021, EXSC 2120/2121, EXSC 2200, EXSC 3020/3021, EXSC 3120/3121.

EXSC 4650- Clinical Exercise Physiology and Prescription - 3 credits

Spring Semester

Through didactic and hands on application, students will examine Exercise Physiology as related to special populations (i.e. acute and chronic disease as well as lifespan). Students will apply their physiology knowledge to clinical considerations for exercise testing and prescription for the special populations outlined. Students will practice their professional interview skills to address related topics of clinical crisis management and behavioral approaches. This course will culminate with a summative research paper and presentation on a chosen clinical disorder/disease.

Prerequisites: BIOL 1075/1175, BIOL 1085/1185, EXSC 1200, EXSC 2001, EXSC 2020/2021, EXSC 2120/2121, EXSC 2200, EXSC 3020/3021, EXSC 3120/3121, EXSC 3450, EXSC 4600.

Film and Cinema Studies (FCST)

FCST 2220 - Screenwriting for Film and Television - 3 credits

Alternate Fall Semesters

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

Prerequisite: COM 1010.

FCST 2492 - History of Film - 3 credits

Fall Semester

An introductory course in film, as an art form and an industry. Through the screening and analysis of several films, students will be introduced to various genres (film noir, the western, the gangster film, documentary, suspense, the musical, etc.). The major focus of the course will be the history and development of film from 1895 to the present, especially in the United States, and significant advances in film technology.

This course meets the Curry Core Humanities Breadth requirement and the Information Literacy Enhancement requirement.

FCST 2493 - Film Art and Form - 3 credits

Spring Semester

This is an introductory course in film aesthetics and film theory. Films will be analyzed in terms of narrative structure, mise-en-scene, cinematography, set and costume design, performance. The course will focus on the ways that film communicates, a process that includes form and function, film technology, criticism, film history, and examples of significant genres and directors. Approximately 10-12 American and international films will be screened.

This course meets the Curry Core Humanities Breadth requirement and the Information Literacy Enhancement requirement.

Prerequisite: WRIT 1500.

FCST 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 Curry Core International/Global Interdependence requirement.

Prerequisite: Sophomore standing or permission of instructor.

FCST 2700 - The Business of Hollywood - 3 credits

Alternate Fall Semesters

This course introduces students to the personnel and business strategies that make up the Hollywood movie and television industry. Through case studies, guest speakers, and discussion students will learn the basic skills necessary to write pitches, produce sitcoms and movies, and compete in the Los Angeles, New York, and Boston-area production markets.

Prerequisite: COM 1010 or permission of instructor.

FCST 2761 - Digital Video Editing - 3 credits

Fall and Spring Semesters

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

FCST 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.

This course meets the Curry Core Arts Breadth requirement.

FCST 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: FCST 2770 or permission of instructor.

FCST 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: FCST 2761.

FCST 2787 - 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.

FCST 3498 - Film Criticism - 3 credits

Alternate Years

Surveys core and emerging theories of cinema storytelling and the role of movies in culture. Students will develop a toolkit to explain ways cinema engages perceptions of class, race, ethnicity, gender, sexuality, and citizenship. (Same course as AH 3498).

This course meets the Curry Core Humanities Breadth requirement and the Reading/Writing Enhancement requirement.

Prerequisites: WRIT 1400 and WRIT 1500.

FCST 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 FCST 2761 or FCST 2780 or permission of instructor.

FCST 3801 - Global Film - 3 credits

Alternate Spring Semesters

This course surveys global film movements, national and postcolonial cinemas from the early 20th century to the contemporary era. Emphasizing cinematic traditions outside of the United States, students will discover and analyze cinematic artistry and cultural viewpoints from communities historically absent in mainstream US movies.

This course meets the Curry Core International/Global Interdependence requirement.

Prerequisites: WRIT 1500 and one of the following: FCST 2492, FCST 2493, or FCST 3498.

FCST 3805 - Film Topics - 3 credits

Alternate Semesters

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.

Finance (FIN)

FIN 2000 - Principles of Finance - 3 credits

Fall and Spring Semesters

Studies the principles and practices of corporate financial management. Examines various analytical and forecasting techniques, the time value of money concepts, cost of capital, management of working capital, capital budgeting, evaluation of capital projects using discounted cash flow, short and long-term financing, sources and uses of cash, and current asset management. Problem solving and cases are used.

This course meets the Curry Core Information Literacy Enhancement requirement for all majors.

Prerequisites: ACNT 1011 and ECON 1010.

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: ECON 1010.

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 Curry Core 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 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.

Prerequisite: 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

Examination of international financial markets, exchange rate systems, and the financial decisions of multinational corporations. Topics include foreign exchange markets, balance of payments, exchange rate determination, international monetary systems, and global capital flows.

Prerequisites: ECON 1010 and 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. **Fee.**

This course meets the Curry Core Science Breadth and Quantitative Literacy Enhancement requirements.

FSC 1700 - Forensic Photography - 1 credit

Spring Semester

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 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. Lecture and laboratory. **Fee.**

Prerequisite: FSC 1010 with a grade of C- or higher or instructor permission.

FSC 2700 - 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. Lecture and Laboratory. **Fee.**

Prerequisite: FSC 1700 with a grade of C- or higher or instructor permission.

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 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. Lecture and Laboratory. **Fee.**

Prerequisite: FSC 2700 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. Lecture and Laboratory. **Fee.**

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. Lecture and Laboratory. **Fee.**

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.

FSC 3700 - Crime Laboratory - 3 credits

Spring Semester

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. Lecture and Recitation. **Fee.**

Prerequisites: Senior standing, and BIOL 2100, CHEM 2030, CHEM 2130, FSC 2700, and FSC 2710 with grades of C- or higher.

FSC 3800 - Special Topics in Forensic Science - 3 credits

Offered periodically within a three-year academic cycle

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 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 Curry Core Active Learning requirement.

FSC 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.

FSC 4010 -Laboratory: Independent Scientific Research - 1-3 credits

Fall and Spring Semesters

Independent research on a topic of current interest. Principles of experimental field or laboratory research are performed under a faculty member's supervision. Student will be required to do actual research in the lab or field with the goal of creating authentic and novel scientific research data and conclusions. Signature of faculty supervisor and department chair required.

Prerequisites: Permission of area instructor. The project must begin no later than the fall of the student's senior year.

This course meets the Curry Core Active Learning requirement. Students may take this course more than one time for credit.

FSC 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 of 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.

Prerequisite: Honors candidate and permission of advisor. The project must begin no later than the fall of the student's senior year. This course can serve as a substitute for BIOL/CHEM/ENVS/FSC 4010 for Honors candidates.

FSC 4200 - Laboratory Research in the Sciences - 1 credit

Fall and Spring Semesters

This is a structured, guided, open-ended, inquiry course designed to build a core research skillset in the sciences to develop students' ability to work independently in the lab. Students will investigate literature in the field and throughout the semester gain understanding of the nature research question and methodology that will be used in their investigation. Students will work with their instructor and peers to develop an authentic research project based on scientific literature. Students will then conduct actual laboratory, computer-based, or field experiments to work toward understanding their research question. Students should expect to be available and come to the laboratory/field at additional times other than the scheduled course meeting time to work on the research project.

Fee.

Prerequisites: BIOL 1055, BIOL 1065, CHEM 1010/1110, and CHEM 1020/1120 with grades of C- or better, or permission of instructor.

This course meets the Curry Core Active Learning requirement.

Curry Core: General Education (GEN)

GEN 1000 - First Year Inquiry - 3 credits

Fall and Spring Semesters

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

GEN 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.

This course meets the Curry Core Wellness Requirement. NOTE – Open only to first year students.

GEN 1050 - Peer Mentor Training - 1 credit

Spring Semester

Peer Mentor Training is a 1 credit course designed to prepare students to take on a peer mentor role at Curry College. You will learn mentorship skills like listening, communication, planning events or activities, and guiding your fellow students through their college journey. You will also be introduced to practice matters like college policies and the offices or services available throughout the college.

GEN 2150 - Study Abroad Seminar - 3 credits

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

This course meets the Curry Core International/Global Interdependence requirement.

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 meets the Curry Core International/Global Interdependence requirement.

GEN 3001 - Curry Core 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: GEN 1000 and at least one course in each Curry Core Breadth area: Sciences, Arts, Humanities, and Social Sciences.

Graphic Design (GD)

GD 1200 - Prompt Engineering: Designing Effective Human AI Collaboration - 3 credits

Spring Semester

This course introduces students to the art and science of Prompt Engineering, the craft of creating clear, efficient, and goal-driven instructions for AI models. Students will explore how different prompting techniques influence AI-generated outputs across a range of platforms including ChatGPT, Nano Banana, MidJourney, and GitHub Copilot. through Project-based learning, students will analyze, test, and optimize prompts for various modalities, text, code and images. Students will also examine the ethical implications of prompt design. Emphasis will be placed on tailoring prompts to specific tasks, refining tone and clarity, and evaluating AI responses for accuracy, bias, and usefulness. The course will culminate in a portfolio of well-engineered prompts and outputs, demonstrating both technical and creative mastery.

GD 1500 - Digital Essentials and Creative Workflow - 3 credits

Fall and Spring Semesters

This foundational studio introduces core digital design platforms including Adobe Photoshop, Illustrator, InDesign, Figma and emerging AI-powered creative tools. Students develop fluency in digital workflows, image manipulation, vector illustration, editorial, and interface design, while learning responsible and ethical use of AI in creative production. Emphasis is placed on concept development, iterative prototyping, and building polished, production-ready files informed by basic audience and project feedback data.

This course meets the Curry Core Arts Breadth requirement.

GD 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. (Same course as CS 2100).

GD 2500 - Design Principles I: Human-Centered Visual Systems - 3 credits

Spring Semester

Introduces visual communication principles, composition, typography, and color theory through human-centered, data-informed, and research-based creative problem solving. Students explore concept development, brainstorming strategies, and ethical design decision-making while applying foundational design systems across digital platforms and emerging media.

This course meets the Curry Core Arts Breadth requirement.

GD 2575 - Web and Experience Design: UX/UI Foundations - 3 credits

Spring Semester

Students learn the foundations of UX and UI design, wireframing, user flows, accessibility principles, and responsive web development using HTML, CSS, and industry prototyping tools. Students use data-driven insight such as user feedback and basic analytics, alongside AI-assisted ideation and testing to strengthen user-centered workflows as they create functional interactive experiences.

This course meets the Curry Core Arts Breadth requirement.

GD 2797 - Digital Photography and Imaging for AI Media- 3 credits

Spring Semester

Students explore digital photography and hybrid workflows that combine traditional photographic techniques with modern editing and AI-enhanced imaging tools. Emphasis is on lighting, composition, storytelling through imagery, and ethical digital manipulation leading to a curated digital portfolio.

This course meets the Curry Core Arts Breadth requirement.

GD 3001 - Study Abroad: Art + Design Immersion- 3 credits

Spring Semester

This study abroad studio immerses students in the art, design, and visual culture of **destination** through direct, on-site engagement. Students investigate how place, history, and contemporary life shape creative practice by visiting museums, galleries, architecture, public art, and design-focused sites, while building a portfolio of observational and research-based work.

Before departure, conduct destination-based research and participate in required preparatory sessions (cultural context, visual research methods, travel strategies, ethics of documenting place, and project planning). During travel, students maintain a **visual journal** (sketches, photographs, typographic/graphic studies, material collections, field notes) and participate in structured discussions. After returning, students submit a **written reflection** and develop a **creative project** that synthesizes their experience into a polished, report informed by the art and design encountered abroad.

This course meets the Curry Core International/Global Learning or Active Learning requirement.

GD 3450 - Internship/Professional Practice - 1-15 credits

Fall/Spring/Summer Semesters

The internship program provides Graphic Design 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 Career & Experiential Learning. All fieldwork is subject to prior approval by the Internship Facilitator.

This course meets the Curry Core Active Learning requirement.

Prerequisite: Graphic Design Students with a GPA of 2.5 in major classes.

GD 3500 - Design Principles II: Research, Strategy and Systems - 3 credits

Fall Semester

Students expand into research-driven, data-informed design practice, applying design thinking, visual systems, and strategic communication approaches across print, digital, and emerging media. Studio projects emphasize ethical use of technology, accessibility, and professional creative rigor.

Prerequisite: GD 2500.

GD 3555 - Dynamic Type and Visual Architecture - 3 credits

Fall Semester

A deep exploration of typographic form, visual hierarchy, typographic voice, and expressive communication. Students pair traditional typographic craft with AI-enhanced type exploration tools and investigate accessibility standards, motion typography, and variable type systems.

Prerequisite: GD 2500.

GD 3700 - 2D and 3D Animation and Virtual Production - 3 credits

Fall Semester

Students explore 2D & 3D animation, modeling, rigging, simulation, texturing, rendering, and real-time engine production. AI-assisted asset creation and procedural tools extend creativity across games, storytelling, motion graphics, and immersive media.

This course meets the Curry Core Arts Breadth requirement.

GD 3755 - Dynamic Type and Visual Architecture II - 3 credits

Spring Semester

An advanced typographic exploration across print, interactive, and motion media. Students develop a personal typographic voice, using emerging tools including AI-supported type exploration for custom forms, kinetic typography, and experimental communication systems.

Prerequisite: GD 3555.

GD 3765 - Advanced Editorial and AI-Driven Illustration Systems - 3 credits

Fall Semester

This advanced studio integrates editorial design, visual systems, and data-driven, AI-enhanced illustration workflows to create dynamic, editorial-ready communication systems. Students develop sophisticated editorial structures for print and digital environments while producing expressive vector-based illustration assets that elevate narrative clarity and brand identity.

Prerequisite: GD 3500.

GD 3787 - Motion Graphics and AI Visual Effects - 3 credits

Fall Semester

Students create cinematic motion graphics, dynamic visual systems, and narrative motion sequences using motion graphics and visual effects platforms and AI-assisted, data-driven animation workflows informed by audience and performance insight. Focus on visual rhythm, pacing, sound-sync, and digital compositing.

This course meets the Curry Core Arts Breadth requirement.

GD 3790 - Strategic Brand Design Systems - 3 credits

Spring Semester

Students develop strategic brand systems, identity tools, and scalable brand infrastructures across digital, motion, and experiential platforms. Projects include AI-enhanced, data-driven brand strategy research that leverages audience and market insights, ethical brand storytelling, and client-ready identity presentations. Students collaborate with real clients or campus/community partners, gaining experience in professional communication, project management, and presenting solutions to stakeholders.

Prerequisite: GD 3500.

GD 3795 - Packaging and Product Experience Design - 3 credits

Spring Semester

From consumer packaging to experiential unboxing and digital-to-physical integration, students design sustainable and innovative packaging solutions informed by data-driven insights from user research and testing, including applied AI tools for prototyping and visualization.

Prerequisite: GD 3500.

GD 4050 - Independent Studio: Graphic Design - 3-15 credits

Fall and Spring Semesters

Independent study in advanced creative technology, AI-enhanced design practice, research, professional portfolio development, or exploratory creative investigation. Students work under faculty mentorship and complete an approved proposal outlining project goals, deliverables, research, schedule, and assessment criteria. Projects may include emerging technology experimentation, interdisciplinary collaboration, client-based design, entrepreneurial development, or production of a unified creative body of work.

Prerequisite: Graphic Design Student.

GD 4570 - Personal Brand Strategy and Digital Influence - 3 credits

Spring Semester

Students develop a professional creative identity, crafting content strategy informed by data-driven audience and platform analytics, ethical AI-enhanced content development, and cross-platform storytelling to align personal branding with career pathways.

GD 4650 - Portfolio and Professional Readiness - 3 credits

Fall Semester

Students create industry-ready portfolios, reels, case studies, and personal brand systems. Coursework includes AI-enhanced briefs, data-driven portfolio benchmarking and revision (using feedback, hiring trends, and platform analytics), interview readiness, and professional ethics, and students are expected to participate in AIGA Portfolio Night.

Prerequisite: Graphic Design Junior or Senior Standing.

GD 4700 - Studio 1071 - 3 credits

Fall and Spring Semesters

Studio 1071 is a student-led, faculty-mentored in-house design studio that provides an immersive, experiential learning environment where students work collaboratively to serve real clients from campus, community organizations, and industry partners. Students engage in professional design workflows including client interviews, data-driven audience and market research, conceptual development, prototyping, production, feedback cycles, and final delivery of tangible creative solutions that are evaluated for impact. Emphasis is placed on collaboration, project management, ethical and effective AI-enhanced, data-informed design practices, and professional communication skills. Through real-world design challenges, students build competitive portfolios, strengthen professional readiness, and develop the confidence and leadership necessary for success in creative industries.

This course meets the Curry Core Active Learning requirement.

Prerequisite: Juniors and Seniors with a GPA of 2.5 in major classes.

GD 4900 - Senior Innovation Project and Exhibition - 3 credits

Spring Semester

Capstone culminating in a self-directed creative thesis integrating design research and data-driven decision-making with emerging technology, AI-enhanced creative practice, and professional documentation. Presentation at the Senior Graphic Design Exhibition. This course is taught in a mentor/student format.

Prerequisite: Senior Standing.

GD 4900H - Senior Innovation Project and Exhibition - 3 credits

Spring Semester

Capstone culminating in a self-directed creative thesis integrating design research, emerging technology, AI-enhanced creative practice, and professional documentation. Presentation at the Senior Graphic Design Exhibition. This course is taught in a mentor/student format.

Prerequisite: Senior Standing with a GPA of 3.3.

Humanities (HUMS)

HUMS 1010 - Introduction to Applied Humanities - 3 credits

Every Year

What are the Humanities, how do they relate to the broader world outside of higher education, and how do they prepare me for career opportunities? These are the central questions driving this course. In the process of exploring those questions, students will learn about the interpretive power of Humanities as expressed in history, art history, philosophy, religious studies, and writing and rhetoric. Furthermore, students will experience firsthand how theory transforms into practice through engagement with individuals, communities and other resources in the world outside of the classroom. This course is intended for first- and second-year students; signature required for registration.

The course meets the Curry Core Humanities Breadth and Information Literacy Enhancement requirements.

HUMS 2100 - Disability in Society: Advocacy and Access - 3 credits

Spring Semester

This course provides students with a foundational understanding of disability and neurodivergence using an anti-deficit, justice-oriented lens. Students will examine the ways that disability is shaped by stigma, power, and privilege, equipping them with theoretical tools to analyze disability's intersections with other social categories/identities. Throughout the course, students will engage in conversations that ask them to question ableist practices and reframe disability as a unique aspect of identity and experience. Students will engage with first-person experiences of disability through a variety of media and will explore how a disability-justice perspective has influenced their own experience and integrates with their major/area of concentration. Emphasis is placed on cultivating an interdisciplinary understanding of disability and learning from disabled community members and disabled-led community organizations.

This course meets the Curry Core Diversity requirement.

HUMS 3900 - Applied Humanities Capstone - 3 credits

Why do the Humanities matter, and how do they not only impact the world but also help you build a successful career? As a capstone course, this class builds on the diverse experiences and insights you've gained throughout your previous coursework. Here, you will apply critical thinking to craft clear, compelling answers to these questions and bring them to life through a community-engaged project that showcases your unique strengths and interests. By the end of the course, you will have the skills, experience, and direction needed to confidently pursue your post-graduate career.

Information Technology (IT)

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 Curry Core Active Learning requirement.

IT 3800 - Topics in Technology - 3 credits

Spring Semester

This course is designed to have students explore and discuss; through guided topics, the growth of technology in our society. Technology has a global impact on our world. The United States and other countries are working towards technological advances and also dealing with the Impact of technology on our economy, environment, and educational systems, to name a few. Students will read articles, watch videos, research topics and create journals in the form of discussion boards and blogging.

This course meets the Curry Core 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 Curry Core Active Learning requirement.

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 Curry Core International/Global Interdependence requirement.

Prerequisite: Sophomore standing or departmental approval.

Management (MGT)

MGT 2010 - Organizational Behavior - 3 credits

Fall Semester

This course will explore the skills required to lead and manage today's global and diverse organizations through an understanding of organizational process, individual motivation, and group behavior. There will be an emphasis on the application of organizational behavior concepts to solve managerial problems in an integrative and ethical manner. The course will also discuss major theories as we explore how organizations function, develop, and adapt to reflect the needs of the external as well as internal environments.

Prerequisite: BUS 1000.

MGT 2020 - Negotiation and Conflict Management - 3 credits

Fall Semester

This course is designed to explore concepts and tools for leaders in the global and diverse work environment of today and the future. We will examine the areas of Negotiation and Conflict Resolution. This course will begin with the theories of transactional and dispute resolutions through negotiation. Today's leaders must possess more than the required analytical skills, as they will need strong negotiation skills to get their solutions accepted and implemented. Lectures, discussions, and role-playing simulations are used to cover various topics, such as cross-cultural mentoring, abrasiveness, dangerousness, racism, sexism, whistleblowing, and ethics. Students explore the processes by which organizations typically resolve disputes. The course will continue with Conflict Resolution, which includes handling situations in which conflict already exists in the workplace and where it is latent, such as efforts to enter into contracts or forge partnerships or in the efforts to be a change agent within the organization. Students will explore organizational context and structure, leadership and communication styles, and sources of workplace disputes.

Prerequisite: BUS 1000.

MGT 2030 - Leading a Global Workforce - 3 credits

Spring Semester

The leadership of our increasingly global workforce is one of the most critical challenges facing companies today. From small businesses to multinational corporations, leaders face many challenges in managing across borders, cultures, and diverse values. This course will provide students with a working knowledge of global and cross-cultural leadership, helping them develop a global mindset, enhance their cultural intelligence, and prepare them to lead in a global business environment. This course uses reflective exercises, leadership assessment instruments, and application activities. In addition, a case studies approach to theory and practice familiarizes students with leadership in a multinational environment, conflict resolution, diversity challenges, and other opportunities for dealing with the challenges of leading in a global work environment.

Prerequisite: BUS 1000.

MGT 3010 - Project Planning and Execution - 3 credits

Spring Semester

This course will explore the core concepts of project management from project selection and definition through management of project teams and project closure. Topics covered will include project definition, estimation of time and cost, scheduling, risk management, performance measurement, outsourcing, agile project management, and international projects.

Prerequisites: ACNT1011, BUS 2001, FIN 2000.

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 (IS) that truly satisfy the information needs and strategies of the business. This course focuses on three broad areas- how IS supports business processes, how IS/data-driven business processes are built on a sound database design, and how organizations should manage their IS functions. Some topics we cover include- enterprise architecture and enterprise systems, IS/ security management frameworks, and introduction to emerging technologies such as artificial intelligence, enterprise systems such as SAP, blockchain, and on-demand cloud computing. Most importantly, students will learn about how data-driven business processes form the backbone of an organization and how to model/map those processes as both dynamic data flow models and static/structural data models. Students will learn to use their data models to design a SQL database that can be connected to an enterprise system or a business website (we will not be building a website). They will learn how business reports/dashboards are created in an information system by using SQL queries that pull out relevant information from the SQL databases that are connected to the business applications. Students will design and execute SQL queries to acquire the necessary information to answer business questions and solve problems.

MIS 2010 - Systems Analysis and Design - 3 credits

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

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 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 Curry Core 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 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 2070 - Introduction to Data Science and Artificial Intelligence in Business - 3 credits

Fall and Spring Semesters

In the last 10-15 years, how consumers, organizations, and related stakeholders collect data has primarily changed. Today, businesses use the Internet for many business processes and harvest the data captured along the way. The large volume of this data has led to it being termed “big data.” This data can be both structured and unstructured, quantitative and qualitative. Much of the data collected online (e.g., product reviews and social networks) can be unstructured and messy. In this course, students will receive a high-level, 360-degree view of the data science life cycle, emphasizing how artificial intelligence can be used in business decision-making. Students will learn about the importance of using their business/problem domain knowledge to analyze problems

and identify the information needed to address them, identify instances when artificial intelligence is required to acquire the necessary information, evaluate data sources, and extract, join, and transform the relevant data. After that, students will learn how to use visualization and exploratory data analysis to get initial insights from the data. They will then learn to apply basic artificial intelligence/ machine learning techniques to the prepared dataset to predict future business events and perform business analytics. Examples of how such predictive analytics techniques are used in marketing, finance, accounting, management, entrepreneurship, and sports will be discussed.

Prerequisite: CS 1000 or 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 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 2010 - Business Research: Tools and Techniques for Data-Driven Decision - 3 credits

Alternate Semesters

This course is designed to provide students with advanced research skills and analytical tools necessary for successful entrepreneurship, strategic planning, management consulting, and marketing. Through a combination of lectures, case studies, and hands-on projects, students will learn how to conduct effective research, analyze data, and apply their findings to make informed business decisions. Emphasis will be placed on real-world applications in various business contexts, with a particular focus on developing competitive strategies, identifying market opportunities, and consulting practices. Students will develop the fundamental technical knowledge and skills needed to conduct effective primary and secondary, qualitative and quantitative research and to analyze and communicate findings and conclusions. (Same course as ENT 2010).

Prerequisites: BUS 1000, MATH 1150, MRKT 2050.

MRKT 2050 - Principles of Marketing - 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.

MRKT 2070 - Personal Selling - 3 credits

Spring Semester

Regardless of the career field, the ability to sell is critical to good communication and success in the marketplace. This course is part of a 2-part series of courses to prepare students in a career of sales. This course is the prerequisite for the second course, which is Sales Management. In Personal Selling students learn how to excel in both in a B2B and B2C selling scenarios. Topics explored are: prospecting and qualifying, engaging customers, developing relationships, social (media) selling, sales pitch strategies, solving customer problems, overcoming objections, negotiating win-win scenarios, and the psychology of selling.

Prerequisite: MRKT 2050.

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 2050.

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 decision-making processes that enable people to become successful salespersons and sales managers. In-depth training will cover the business of finding potential customers, assessing consumer knowledge and customer attitudes, setting goals and quotas, designing, and presenting effectively, winning buyer/corporate confidence and following critical decision-making areas that influence sales and ongoing relationships.

Prerequisites: MRKT 2050 and MRKT 2070.

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 2050.

MRKT 2200 - Entrepreneurial Marketing - 3 credits

Every Year

This course examines key Marketing concepts, methods, and strategic issues relevant for start-up and early stage entrepreneurs. It examines the unique Marketing challenges facing entrepreneurs including, but not limited to, creation of a customer base; creating products or services with limited financial resources; understanding that conventional marketing techniques are likely prohibitive or, at a minimum, constrained by availability of money, manpower and time; marketing decision-making in the face of high levels of uncertainty and ambiguity. We will discuss how to test and prioritize marketing decisions when a business is boot-strapped, funded by the owner's credit cards or investor or angel capital acting as debt with strings attached. Understanding these special conditions of the start-up culture, both as an entrepreneur and at innovation-oriented mature companies that embrace it, can be embraced to create sustainable competitive advantage. The mindset of the hungry, enterprising entrepreneurial marketer is highly valued in any organization where you are spending other people's money 'OPM' to generate revenue.

Prerequisites: BUS 1000 and MRKT 2050.

MRKT 2790 - Principles of Public Relations - 3 credits

Fall and Spring Semesters

Publicity, propaganda, and spin are terms used to describe the public relations profession. Students will examine the evolution of public relations from its ancient roots to the modern day. Ethical and legal issues, as well as public opinion and research, will provide a framework on which to build an understanding of how public relations impacts

individuals, organizations and governments. The role of public relations and the media will also be explored. In addition, students will be introduced to specialty areas within public relations including special events, crisis communications, community relations, and others. (Same course as PR 2790).

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.

Prerequisite: MRKT 2050.

MRKT 3150 - Marketing Analytics - 3 credits

Spring 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.

Prerequisites: BUS 1000, MRKT 2050, and MRKT 2100.

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.

Prerequisite: MRKT 2050.

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 Curry Core Quantitative Literacy requirement.*

Prerequisite: Mathematics Assessment Performance or permission of instructor.

MATH 1150 - Statistics I - 3 credits

Fall and Spring Semesters

Explores the collection, organization, analysis, and inference of data in multiple contexts through statistical methods. Requires students to discuss quantitative results, interpret multiple representations (symbolic, graphical, numerical, verbal) of quantitative information, and solve problems using quantitative methods, particularly linear regression and correlation, the construction of confidence intervals, and tests of hypotheses.

This course meets the Curry 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 is on developing problems and solutions in 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 Curry 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 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 Curry Core Quantitative Literacy requirement.

Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

MATH 2130 - Calculus I - 3 credits

Fall and Spring Semesters

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 Curry 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 series, and differential equations.

Prerequisite: MATH 2130.

MATH 2150 - Statistics II - 3 credits

Fall Semester

This is a course in statistical inference that continues the study of estimation and hypothesis testing introduced in Statistics I. Topics include inference for means and proportions, one- and two-way tables for categorical data, analysis of variance, inference for simple regression and correlation, and an introduction to multiple regression.

This course meets the Curry Core Information Literacy Enhancement requirement.

Prerequisite: MATH 1150.

MATH 2160- Discrete Mathematics - 3 credits

Alternate Spring Semesters (Even Years)

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 Curry Core Quantitative Literacy course.

MATH 2200 - History of Mathematical Inquiry - 3 credits

Offered periodically on a rotating schedule in Spring Semesters

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 Curry Core 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 on a rotating schedule in Spring Semesters

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 2350 - STEM Education in the Community - 3 credits

Offered periodically on a rotating schedule in Spring Semesters

This course explores STEM in the community outside of the traditional public K-12 school day. Students will learn about non-profit and for-profit organizations, volunteer efforts, and products, such as games, videos, and books, that support STEM learning. Through readings, discussions, interviews, field trips, guest speakers, and participating in STEM education events, students will learn mathematical, computer coding, technology, or engineering concepts through this course, with a particular focus on children’s and caretakers’ thinking. Students will design and execute their own STEM education community project.

This course meets the Curry Core Active Learning requirement.

Prerequisite: Demonstrated proficiency on the Mathematics Assessment or MATH 1000. MATH 1550 recommended.

Note: Due to the active nature of working with children, completion of CORI forms may be required.

MATH 2550 - Number Theory and Relationships for Teachers - 3 credits

Fall Semester

This course builds and elaborates upon basic concepts introduced in MATH 1550. Topics include number theory, functions and algebra. The course focuses upon investigation and problem solving and involves the use of relevant manipulatives and technology. Emphasized are clear communication of mathematical ideas and an understanding of the connectedness of these ideas within and between mathematical concepts. This course is designed primarily for students preparing to teach elementary and middle school or work with children.

Prerequisite: MATH 1550.

MATH 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 3175 - Modern Algebra - 3 credits

Offered periodically on a rotating schedule in Spring Semesters

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 on a rotating schedule in Spring Semesters

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

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 Curry Core Social Science Breadth and Quantitative Literacy Enhancement requirements.

Prerequisites: MATH 1550 and MATH 2550.

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 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 Curry Core Humanities Breadth 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 Curry Core Arts Breadth requirement.

Private Instruction in Music - 1.5 credits

MUS 1302, 2302, 3302 - Guitar

MUS 1303, 2303, 3303 - Piano

MUS 1304, 2304, 3304 - Piano-Jazz/Improvisation

MUS 1305, 2305, 3305 - Voice

MUS 1306, 2306, 3306 - Percussion

MUS 1307, 2307, 3307 - Strings

MUS 1308, 2308, 3308 - Winds & Brass

MUS 1312, 2312, 3312 - Composition

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 Curry Core Arts Breadth requirement.

MUS 1370 - Musicianship for Songwriting - 3 credits

Offered periodically within a three-year academic cycle

This course introduces students to the fundamentals of music theory and musicianship through hands-on classroom experiences and digital tools making musical creation accessible and fun. Through in-class exercises, ear-training assignments, and composition projects, students will build confidence in their understanding and application of rhythm and meter; scales and key signatures; harmony and chord progressions; and musical form;

as well as the basics of music notation. Designed for students with no prior musical experience, emphasis is on linking theory to practice and empowering students to express themselves through songwriting and music composition. Recommended to be taken before MUS 1200: Introduction to Digital Music Production.

This course meets the Curry Core Arts Breadth requirement.

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 Curry Core Arts Breadth requirement or Curry Core Active Learning requirement.

MUS 2311 - Sing! The Curry College Choir - 2 credits

Fall and Spring Semesters

Open to all students, Sing offers students an opportunity to not only participate in a dynamic choral ensemble, but contribute to its ongoing plans. This course challenges students to define the ensemble's brand, set goals, select repertoire, and write program notes. Sing rehearses, performs, and reflects on a wide variety of a cappella and accompanied choral music from many cultures and historical periods. The group rehearses twice a week, though some practice of parts with recorded materials outside of class time may be required. Music reading ability is not necessary to join. Course may be repeated. **Fee.**

This course meets the Curry Core Arts Breadth requirement or Curry Core Active Learning 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 Curry Core Arts Breadth requirement or Curry Core Active Learning 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.**

This course meets the Curry Core 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 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 Curry Core Humanities Breadth requirement.

MUS 2450 - American Music - 3 credits

Alternate Spring Semesters

This course will survey American music from colonization to the present, including popular, classical, jazz, folk, and electronic forms. International influences on the development of American “style” will play a key role in assigned readings, discussions, and research projects. This course will require a great deal of listening out of class to assigned music in addition to analytic readings, research, and a field trip to historically important musical sites in Boston. All students must demonstrate facility in online research techniques.

This course meets the Curry Core 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 music, 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 Curry Core Active Learning requirement, and the Curry Core Humanities Breadth 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, 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 Curry Core International/Global Interdependence requirement.

MUS 2570 - World Percussion: Rhythm, Culture and Community - 3 credits

Offered periodically within a three-year academic cycle

This course introduces students to diverse percussion traditions of the world through hands-on playing, critical listening, and exploration of music's historical, cultural, and social context. Students will learn to play, understand, and appreciate rhythms and percussion instruments from West and North Africa, Latin America, the Caribbean, the Middle East, India, East Asia, and indigenous communities of the Americas. Guest artists and culture-bearers representing these traditions will provide specialized instruction and insight. Final projects will empower students to create their own collaborative percussion pieces to share with the community. Emphasis is on rhythm, group music-making, and cultural awareness, and no prior musical experience is required.

This course meets the Curry Core Arts Breadth or 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.

This course meets the Curry Core Humanities Breadth requirement or the Curry Core International/Global Interdependence requirement.

MUS 2630 - Music and the Call for Justice in New Orleans - 3 credits

Alternate Spring Semesters

This course introduces students to the dynamic and cosmopolitan port city of New Orleans, Louisiana – often referred to as the northernmost city of the Caribbean – through its music, while considering the potentials and limitations of the arts to create social change. Rooted in historical, interpretive, and ethnographic methods, students will explore music as a lens into people's lived experiences, revealing historical tensions and negotiations of race, class, gender, and sexuality, and affording opportunities for artists to speak out against systemic oppression and injustice. Featuring 5 days of experiential learning in New Orleans, students will get to know the vibrant music and culture of the city firsthand; they will also grapple with the historical traumas and contemporary ramifications of slavery and Hurricane Katrina, which have continued to entrench systemic racial inequality in the city. Through workshops and residencies with New Orleans artists and cultural institutions, students will learn of contemporary responses to such inequalities and attempts to create change through culture. As an engaged humanities course, the final output for the course is the production of an event for the Curry community showcasing student projects interpreting contemporary New Orleans music and culture through the lens of race, class, gender, sexuality, and/or ability.

This course meets the Curry Core Humanities Breadth 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 Curry Core Humanities Breadth requirement or Curry Core Diversity 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 Curry Core 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 Professions - 3 credits

This course provides the nursing and exploratory health professions student with the foundation for success in nursing or other health professions. Using a variety of active learning strategies, students will develop competency in health care terminology, and quantitative literacy, necessary for the health care setting. Strategies for success in baccalaureate nursing or for preparation for other health care professions are explored. Early introduction to principles for safe practice including teamwork and collaboration, quality improvement, informatics, and person-centered care in the health care system are explored. This course will also place emphasis on written and oral communication skills and introduce the concepts of professionalism, professional development, and critical thinking as the basis for clinical judgment. Selected historical topics and innovations in health care, including evidence-based practice, are included. (Nursing and Exploratory Health students only.)

NSG 1021 - Fundamental Health Concepts - 9 credits

This course is designed for the associate degree nursing student to provide the foundation of contemporary nursing practice for the entering student. The Nurse of the Future Nursing Core Competencies (NOFNCC) serves as a framework and guiding principle for the design of competencies-based education and practice. Concepts basic to nursing practice and exemplars within the professional nursing role are introduced. The concepts are organized according to the domains of Health and Illness, Nursing, and Healthcare. Selected exemplars are used to support an understanding of the concepts. The following concepts are introduced: patient-centered care, professionalism, teamwork and collaboration, communication, information-based technology, evidence-based practice, safety, quality improvement, leadership, system-based practice, and clinical judgment. Some concepts will define nursing care across the life span. Nutrition and principles of basic pharmacology are integrated.

Prerequisites: BIOL 1075, BIOL 1175, BIOL 2010.

NSG 1025 - Health and Illness Concepts of the Adult and Child - 9.5 credits

NSG 1025 is for the associate degree nursing student and builds upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts related to the domains of Health and Illness, Nursing and Healthcare previously introduced. Selected concepts with exemplars focus on the care of the adult and child. Health and Illness concepts are expanded to further develop clinical judgment when caring for the adult and child across the lifespan. Nutrition and principles of pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. Pharmacological connections are included as an online component of this course.

Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185 and NSG 1021.

NSG 1031 - Health and Illness Concepts of the Adult - 11 credits

NSG 1031 for the LPN to RN pathway nursing student builds upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts related to the domains of Health and Illness, Nursing and Healthcare previously introduced throughout your Practical Nursing program. Selected concepts with exemplars focus on the care of the adult. Health and Illness concepts are expanded to further develop clinical judgment when caring for the adult. Nutrition and principles of pharmacology are integrated. Concepts related to role transition and scope of practice from LPN to the RN will be addressed. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. Pharmacological connections is included as an online component of this course.

Prerequisites: HESI Fundamental and HESI Maternity/Pediatric, and LPN license in good standing, BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185.

NSG 2000 - Health Assessment for the ACCEL Student - 3 credits

This course introduces the second-degree 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 to promote, maintain, or restore health. Emphasis is placed on normal findings across developmental levels with common deviations highlighted. The impact of the environment, life choices, and genetics and genomics on health are explored. The student engages in structured learning activities and supervised practice in the laboratory to develop a beginning competence with health assessment. Accountability for results of assessment is emphasized.

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 non-modifiable risk factors. The focus is on expected findings and incorporates specific wellness practices in adult populations 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 Curry Core 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 for RN Students - 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 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.

Prerequisite: NSG 2100 or instructor approval.

NSG 2009 - Family Centered Nursing (Exam course) - 8 credits

This is an Exemption by Exam course which is only offered to LPN students in order to determine if the student's accumulated knowledge is sufficient to be exempted from specific courses in the ASN Program. A passing score of 850 on the exam is needed for a NSG 1021 course exemption. Nursing 1031 course content introduces the learner to the nursing care of the childbearing woman, family, and the neonate through adolescence, and includes nutrition and pharmacology as components within this course. Credits for this course are only offered to LPN after successful completion of the Pediatric / Maternity HESI examination.

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. Themes explored include informatics, safety and quality, professional communication, and person-centered care. The student integrates theory, assessment skills, clinical judgment, and evidenced based nursing interventions to promote healthy physiologic responses across the lifespan. The clinical and lab settings are utilized to assist students in connecting classroom learning to the delivery of person-centered care.

This course meets the Curry Core Active Learning requirement.

Prerequisites: BIOL 1075, BIOL 1175, BIOL 1085, BIOL 1185, CHEM 1001, CHEM 1002, NSG 1000.

Corequisites: NSG 2003, NSG 2200.

NSG 2015 - Simulations in Clinical Judgment & Evidence Based Nursing Interventions I - 2 credits

This course introduces the second-degree 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 offered to help students link classroom knowledge with future patient care experiences in clinical environments. Nursing interventions focused on quality and safety are introduced. The student participates in team building to recognize the value interdisciplinary collaboration has on safe and 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 2020 - Foundations of Nursing for the ACCEL Student - 3 credits (Beginning Spring 2027)

This course introduces second-degree students to the foundational principles, knowledge, and skills essential for professional nursing practice. With an emphasis on person-centered care and health promotion, students explore the role of the nurse through core values, ethical frameworks, and professional standards. Students explore essential health assessment techniques to collect and interpret data across developmental levels, with attention expected clinical findings. Evidence-based practice, patient safety, and health information management is supported with the integration of nursing informatics. Therapeutic interventions of health assessment safety, health promotion, hygiene and comfort are emphasized.

Prerequisite: Admission into the ACCEL Nursing Program.

Corequisites: NSG 2030, NSG 2060, NSG 2205.

NSG 2021 - Health and Illness Concepts of the Adult and Childbearing Family - 9.5 credits

This course is for the associate degree nursing student and continues to build upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts with more complex exemplars related to the domains of Health and Illness, Nursing, and Healthcare previously introduced. Selected concepts with exemplars focus on the care of the adult and childbearing family. Health and Illness concepts are expanded to further apply clinical judgment when caring for the adult and childbearing family. Concepts will illustrate nursing care across the life span. Nutrition and principles of pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. Pharmacological connections are included as an online component of this course.

Prerequisites: NSG 1021, NSG 1025, BIOL 2010.

NSG 2025 - Advanced Health and Illness Concepts - 9 credits

NSG 2025 is for the associate degree nursing student and focuses on the analysis and synthesis of complex concepts and exemplars associated with the domains of Health and Illness, Nursing, and Healthcare acquired in previous nursing courses. A more in-depth understanding of nursing and healthcare concepts and exemplars focus on professionalism, teamwork and collaboration, communication, informatics and technology, evidence-based practice, safety, quality improvement, leadership, systems-based practice, and clinical judgment. Nutrition and more advanced principles of pharmacology are integrated. Opportunities are provided in simulation and clinical setting for students to achieve competency of more complex concept-based skills.

Prerequisites: NSG 2021 or NSG 1031 (LPN pathway course). All general education courses must be completed prior to or concurrent with NSG 2025.

NSG 2030 - Foundational Skills and Clinical for the ACCEL Student - 3 credits (Beginning Spring 2027)

This experiential based course for the second-degree student focuses on the introduction of clinical judgment and evidence-based practice to prepare students for professional nursing practice. Students engage in skills and clinical activities to learn and demonstrate essential competencies focusing on health promotion across the lifespan. Students apply foundational competencies and demonstrate a beginning knowledge of person-centered care through activities that promote health, prevent disease, and address social determinants of health.

Prerequisite: Admission into the ACCEL Nursing Program.

Corequisites: NSG 2020, NSG 2060, NSG 2205.

NSG 2042 - Nursing Care of Adults I- 3 credits

This course introduces the second-degree student to the profession of nursing and the development of the role of the nurse as clinicians across the spheres of care. The student focuses on the social, physical, psychological and spiritual responses of clients to disease and illness, as well as incorporating strategies for health promotion and disease prevention. The student prepares to use effective communication and clinical reasoning to provide person-centered care, encompassing ethical decision-making and appreciation of human diversity. The application of professional nursing practice standards are expected.

The clinical component of this course 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 second-degree student to the clinical nursing care of adults in acute care settings. The student assesses the health status of their patients and become direct care providers for adults from socially and culturally diverse backgrounds. The focus of this clinical experience is on illness and disease management of 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 creator, coordinator, and provider of care is emphasized.

Prerequisites: NSG 2000, NSG 2015, NSG 2042, NSG 2053, NSG 2205.

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 across the spheres of care. The student utilizes the nursing process as a basis for clinical judgment to provide evidence-based care with a focus on the determinants of health which influence responses to disease processes, as well as health promotion. The student employs effective communication and critical reasoning to provide person-centered care encompassing ethical decision-making and appreciation of human diversity. The application of professional nursing practice standards is expected. The clinical component involves experience in an acute care environment, in which clinical judgment is used during interdisciplinary collaboration with other healthcare professionals.

Prerequisites: NSG 2003, NSG 2013, NSG 2200.

Corequisites: NSG 2242, NSG 2500.

NSG 2053 -Nursing Care of Children - 2 credits

This course introduces the second-degree student to family-centered child health care. The social, physical, psychological, developmental, ethical, and spiritual responses of children and their families to illness and disease are emphasized, as well as health promotion and disease prevention at each developmental stage. The role of the nurse as advocate, educator, and as an accountable provider of care is discussed. The student will begin to develop in the role of a collaborative interdisciplinary team member.

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 the second-degree student 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 person-centered care. The student collaborates with interdisciplinary teams and develops communication, clinical judgment, and decision-making skills that assist in focusing on the varied aspects of the role of the professional nurse as it relates to care of children and families.

Prerequisites: NSG 2000, NSG 2015, NSG 2042, NSG 2053, NSG 2205.

Corequisites: NSG 2044, NSG 2055, NSG 2505, NSG 2245.

NSG 2055 - Nursing Care of Childbearing Families - 3.5 credits

This course focuses on person-centered maternity care and women's health during the childbearing years. The emphasis of the course is on the role of the nurse as holistic care provider, clinical decision maker, 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 judgment and interprofessional collaboration when developing, implementing, and evaluating patient-centered care.

Prerequisites: NSG 2000, NSG 2015, NSG 2042, NSG 2053, NSG 2205.

Corequisites: NSG 2044, NSG 2054, NSG 2505, NSG 2245.

NSG 2060 - Foundational Skills and Clinical for the ACCEL Student - 4 credits (Beginning Spring 2027)

This course for the second-degree student 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, coordinator, educator, and advocate within community settings. The student conducts a comprehensive assessment and formulates interventions for health education, health promotion, and risk reduction guided by the Health People framework.

Prerequisite: Admission into the ACCEL Nursing Program.

Corequisites: NSG 2020, NSG 2030, NSG 2205.

NSG 2100 - RN Transition to Baccalaureate Nursing - 4 credits

This course introduces the registered nurse student to the practice of nursing as a scholarly discipline. Through readings, discussions, writing and other active learning strategies, the student's knowledge, skills and attitudes regarding professional nursing are expanded. Strategies for successful transition into the role of baccalaureate student and learner are explored and supported. Information literacy is introduced. Clinical reasoning and decision-making skills are applied to selected professional concepts such as: communication, use of evidence-based practice and theory in providing direct and indirect care, professional ethics, advocacy, teaching-learning, and quality and safety principles. This course is a writing intensive course that incorporates several different styles of both reflective and academic writing activities. Students appreciate the role of informatics in their practice and current informatics applications that improve patient care outcomes.

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 and alteration in genetics and genomics, immune processes, cellular growth/proliferation, and circulation. 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, NSG 1000.

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 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 or instructor approval.

NSG 2205 - Pathophysiology for the ACCEL Student - 3 credits

This course examines selected pathophysiological concepts for the second degree student within a nursing framework. The course incorporates holistic aspects of disease processes. Concepts include the normal physiological function, mechanisms of disease causation, genetics and genomics, immune processes, cellular growth/proliferation, circulation, and oxygenation. 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.

Corequisites Beginning Spring 2027: NSG 2020, NSG 2030, NSG 2060.

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.

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 second-degree student's evidence-based practice of nursing building skills in assessment, clinical reasoning, prioritization, and organization. Situations in Medical Surgical nursing and Family Centered populations are the focus for simulations. Students will make connections between the classroom and clinical settings that emphasize patient safety and the delivery of quality, effective care. Opportunities are included for refinement of communication abilities, skills practice and reinforcement, team building, leadership and interdisciplinary collaboration.

Prerequisites: NSG 2000, NSG 2015, NSG 2042, NSG 2053, NSG 2205.

Corequisites: NSG 2044, NSG 2054, NSG 2055, NSG 2505.

Prerequisites Beginning Summer 2027: NSG 2020, NSG 2030, NSG 2060, NSG 2205.

Corequisites Beginning Summer 2027: NSG 2505, NSG 3023, NSG 3024.

NSG 2500 - Pharmacology - 3 credits

Spring Semester

This course focuses on the basic principles of pharmacodynamics, pharmacokinetics, the mechanisms of drug actions, adverse effects, and their application to nursing care. The nurse's role as educator and as a member of the interdisciplinary health care team is discussed as it relates to safe medication administration. Evidence based knowledge pertaining to therapeutic pharmacologic interventions is explored.

Prerequisites: NSG 2003, NSG 2013, NSG 2200.

Corequisites: NSG 2046, NSG 2242.

NSG 2501 - Pharmacology for the RN Student - 3 credits

This course enhances the registered nurse's existing knowledge of medications by emphasizing the practical application of drug metabolism principles, mechanisms of action, and the importance of current evidence in pharmacology. Students will explore major drug classifications to understand their effects, genetic variations, side effects, and associated nursing care. The role of the nurse as both an educator and a collaborative member of the interdisciplinary healthcare team will be examined. Evidence-based practices will be integrated as students investigate complex pharmacologic interventions and their implications for patient care.

Prerequisite: NSG 2100 or instructor signature.

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.

Prerequisites: NSG 2000, NSG 2015, NSG 2042, NSG 2053, NSG 2205.

Corequisites: NSG 2044, NSG 2054, NSG 2055, NSG 2245.

Prerequisites Beginning Summer 2027: NSG 2020, NSG 2030, NSG 2060, NSG 2205.

Corequisites Beginning Summer2027: NSG 2245, NSG 3023, NSG 3024.

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 3004 Honors 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 3023 - Nursing Care of Children for the ACCEL Student - 4 credits (Beginning Spring 2027)

This course introduces the second-degree student to family-centered child health care. The social, physical, psychological, developmental, ethical, and spiritual responses of children and their families to illness and disease are emphasized, as well as health promotion and disease prevention at each developmental stage. The role of the nurse as advocate, educator, and as an accountable provider of care is discussed. The student will begin to develop in the role of a collaborative interdisciplinary team member. The clinical experience focuses on assessment techniques, therapeutic communication, collaboration, and utilizing clinical judgment and decision-making skills.

Prerequisites: NSG 2020, NSG 2030, NSG 2060, NSG 2205.

Corequisites: NSG 3024, NSG 2245, NSG 2505.

NSG 3024 - Nursing Care of Childbearing Families for the ACCEL Student - 3 credits (Beginning Spring 2027)

This course focuses on person-centered maternity care and women's health during the childbearing years. The emphasis of the course is on the role of the nurse as holistic care provider, clinical decision maker, 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 judgment and interprofessional collaboration when developing, implementing, and evaluating person-centered care.

Prerequisites: NSG 2020, NSG 2030, NSG 2060, NSG 2205.

Corequisites: NSG 3023, NSG 2245, NSG 2505.

NSG 3025 - Mental Health Nursing for the ACCEL Student - 4 credits (Beginning Spring 2027)

This course develops the second-degree student's 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 different settings. Content includes the biological processes and considerations in the use of psychoactive medications. The course enables the student to develop self-awareness and gain skills in interpersonal, intra-professional and inter-professional communication. The nursing process guides psychosocial, and psychiatric care, with cultural considerations in the provision of person-centered care. Clinical experience enhances student's understanding of the presentation and management of psychiatric and psychosocial conditions.

Prerequisites: NSG 3023, NSG 2245, NSG 2505.

Corequisites: NSG 3045, NSG 3048.

NSG 3033 - Mental Health Nursing - 3.5 credits

This course develops the second-degree student's 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 different settings. Content includes the biological processes and considerations in the use of psychoactive medications. The course enables the student to develop self-awareness and gain skills in interpersonal, intra-professional and inter-professional communication. The nursing process guides psychosocial, and psychiatric care, with cultural considerations in the provision of person-centered care. Clinical experience enhances student's understanding of the presentation and management of psychiatric and psychosocial conditions.

Prerequisite: NSG 2044, NSG 2054, NSG 2055, NSG 2245, NSG 2505.

Corequisites: NSG 3034, NSG 3039, NSG 3045.

NSG 3034 - Population Health in the Community - 3.5 credits

This course for the second-degree student 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, coordinator, educator, and advocate within 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.

Prerequisite: NSG 2044, NSG 2054, NSG 2055, NSG 2245, NSG 2505.

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 person-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.

Prerequisites: PSY 2400, NSG 3041, NSG 3054, NSG 3056, NSG 3057.

Corequisites: NSG 3067, NSG 3068, NSG 3069.

NSG 3039 - Nursing Care of Older Adults for the ACCEL Student - 3 credits

This course enables the second-degree student to explore evidence-based nursing care concepts related to older adults through the perspective of wellness and health promotion. Person-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 concepts including diversity, pharmacology, legal, ethical, and abuse/neglect are discussed.

Prerequisites: NSG 2044, NSG 2054, NSG 2055, NSG 2245, NSG 2505.

Corequisites: NSG 3033, NSG 3034, NSG 3045.

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 person-centered care. The relationship between existing policies and procedures that frame nursing approaches to care and their

foundation in evidence are 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 Curry Core Information Literacy Enhancement requirement.

Prerequisites: MATH 1150, NSG 2046, NSG 2242, NSG 2500.

Corequisites: NSG 3054, NSG 3056, NSG 3057.

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 person-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 second degree 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 to improve person-centered care and outcomes. Theoretical and conceptual frameworks are 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.

Prerequisites: NSG 2044, NSG 2054, NSG 2055, NSG 2245, NSG 2505.

Corequisites: NSG 3033, NSG 3034, NSG 3039.

Prerequisites Beginning Fall 2027: NSG 2245, NSG 2505, NSG 3023, NSG 3024.

Corequisites Beginning Fall 2027: NSG 3025, NSG 3048.

NSG 3048 - Nursing Care of Adults I for the ACCEL Student - 6 credits (Beginning Spring 2027)

This course introduces the second-degree student to the profession of nursing and the development of the role of the nurse as clinicians across the spheres of care. The student focuses on the social, physical, psychological and spiritual responses of clients to disease and illness, as well as incorporating strategies for

health promotion and disease prevention. The student prepares to use effective communication and clinical reasoning to provide person-centered care, encompassing ethical decision-making and appreciation of human diversity. The application of professional nursing practice standards are expected. The clinical experience focuses 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 in the clinical setting.

Prerequisites: NSG 3023, NSG 2245, NSG 2505.

Corequisites: NSG 3025, NSG 3045.

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 person-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 are emphasized.

Prerequisites: NSG 3038, NSG 3067, NSG 3068, NSG 3069.

Corequisites: NSG 3053, NSG 3470.

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.

Prerequisites: NSG 3038, NSG 3067, NSG 3068, NSG 3069.

Corequisites: NSG 3051, NSG 3470.

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 student will provide holistic and culturally competent evidence-based nursing care. Content focuses on the developmental, social, physical, psychological, and spiritual responses of children with emphasis on family-centered care. Health promotion and illness prevention are examined at each developmental stage. The role of the nurse as advocate, educator, and member of the interdisciplinary team is explored. The clinical experience emphasizes the nursing process, collaboration, communication and utilization of clinical judgement and decision-making skills.

Prerequisites: BIOL 2010, PSY 2400, NSG 2046, NSG 2242, NSG 2500.

Corequisites: NSG 3041, NSG 3056, NSG 3057.

NSG 3056 - Maternity Nursing - 4 credits

Fall Semester

This course focuses on family-centered maternity care and women's health during the childbearing years. The emphasis of the course will be on the role of the nurse as care provider, manager, and coordinator of care of women, infants and families. Implications for genetic counseling in the childbearing family 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 person-centered care.

Prerequisites: BIOL 2010, PSY 2400, NSG 2046, NSG 2242, NSG 2500.

Corequisites: NSG 3041, NSG 3054, 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 childrearing and childbearing families.

Prerequisites: PSY 2400, NSG 2046, NSG 2242, NSG 2500.

Corequisites: NSG 3041, NSG 3054, NSG 3056.

NSG 3058 - Nursing Care of Adults II for the ACCEL Student - 6 credits

This course prepares the second degree student for professional nursing practice by building on content previously learned in the nursing curriculum. This course focuses on the application of evidence to achieve desired outcomes for patients with complex health problems. The student utilizes clinical judgment and demonstrates competence in providing person-centered care. Strategies for patient advocacy in promoting patient preferences for care are evaluated. Evidence-based practice will guide the delivery of patient care. The clinical experience allows the student to apply current evidenced-based practice to multiple patients. 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 nursing role as an intricate member of the interdisciplinary health care team. The use of technology to communicate, manage, and prevent errors in the healthcare setting is utilized.

Prerequisites: NSG 3033, NSG 3034, NSG 3039, NSG 3045.

Prerequisites Beginning Spring 2028: NSG 3025, NSG 3045, NSG 3048.

Corequisites: NSG 3475, NSG 3987.

NSG 3067 - Population Health - 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 comprehensive care of the client community within the framework of the nursing process and core public health functions. Populations health nursing issues such as determinants of health, health policy, 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.

This course meets the Curry Core Diversity requirement.

Prerequisites: NSG 3041, NSG 3054, NSG 3056, NSG 3057.

Corequisites: NSG 3038, NSG 3068 and 3069.

NSG 3068 - Mental Health Nursing - 4 credits

Spring Semester

This course focuses on the nurse's role as a provider and coordinator of behavioral, emotional, and psychological care for patients in diverse settings. The course enables the student to develop self-awareness and gain interpersonal, intra-professional, and inter-professional communication skills. The clinical judgment model (nursing process) is applied to physiological, psychosocial, psychiatric, and cultural considerations in the provision of person-centered care. Clinical experience enhances an understanding of the presentation and management of acute and chronic psychiatric, behavioral, and psychosocial conditions.

Prerequisites: NSG 3041, NSG 3054, NSG 3056, NSG 3057.

Corequisites: NSG 3038, NSG 3067, NSG 3069.

NSG 3069 - Community Centered Simulation - 2 credits

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 considerations of the social determinants of health, and collaborative, interprofessional partnerships with community health providers, and other community agencies.

Prerequisites: NSG 3041, NSG 3054, NSG 3056, NSG 3057.

Corequisites: NSG 3038, NSG 3067, 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.

Prerequisites: All 2000 level RN to BS courses.

NSG 3470 - Health Policy & Finance - 3 credits

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.

Prerequisite: all 2000 level NSG courses or instructor approval.

Corequisite: NSG 3051, NSG 3053 for traditional students only.

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 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.

Prerequisites: NSG 3033, NSG 3034, NSG 3039, NSG 3045.

Prerequisites Beginning Spring 2028: NSG 3025, NSG 3045, NSG 3048.

Corequisites: NSG 3058, NSG 3987.

NSG 3920 - Nursing Practice Experience for the RN to MSN Pathway - 1 credit

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 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 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).

Prerequisites: NSG 3051, NSG 3053, NSG 3470.

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.

This course meets the Curry Core Active Learning requirement.

Prerequisites: NSG 3051, NSG 3053, NSG 3470.

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 direct and indirect care experiences 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 of 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 second degree 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).

Prerequisites: NSG 3033, NSG 3034, NSG 3039, NSG 3045.

Prerequisites Beginning Spring 2028: NSG 3025, NSG 3045, NSG 3048.

Corequisite: NSG 3058, NSG 3475.

Philosophy & Religious Studies (PRS)

PRS 1200 - Religions - 3 credits

Fall and Spring Semesters

This course will introduce you to the academic study of religion—the ways scholars look at and think about the practices, communities, and concepts associated with the things we call religions. You will have a chance to think about what religions is; the variety and complexity of and within religions, and how religions shape and are shaped by us.

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 Curry Core 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 Curry Core Humanities Breadth requirement and may be Reading/Writing enhanced.

Prerequisite for RWE: WRIT 1400 and WRIT 1500.

PRS 2150 - Eastern Religion and Philosophy - 3 credits

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 Curry Core Humanities Breadth or the International/Global Interdependence requirement and may be Reading/Writing enhanced.

Prerequisite for RWE: WRIT 1400 and WRIT 1500.

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 Curry Core Humanities Breadth requirement and may be Reading/ Writing enhanced.

Prerequisite for RWE: WRIT 1400 and WRIT 1500.

PRS 2210 - Better Living Through Ethics - 3 credits

What is the "good life," and how can we achieve it? Answering this question has been an enduring human concern throughout history and across cultures. While there have been many proposed answers to these questions, there remain significant disagreements about which answers are best that inform what we allow ourselves and others to do—and what we prohibit them from doing. This class examines several of the more prevalent answers to these questions, providing you with some of the best tools available for identifying and advocating for the kind of life you want to live. In the process, you will improve your ability to make compelling arguments, to understand the perspectives of those with different perspectives, and to communicate more effectively with them about what matters most to you and why.

This course meets the Curry Core Humanities Breadth requirement and may be Reading/Writing enhanced.

Prerequisite for RWE: WRIT 1400 and WRIT 1500.

PRS 2215 - Health Care Ethics - 3 credits

Fall and Spring Semesters

This course introduces students to ethical issues in health care, focusing on basic ethical principles and theories, as well as real-world applications in clinical and public health settings. Students will explore patient rights, professional responsibilities, health equity, and emerging ethical challenges in modern medicine.

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 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 Curry Core Humanities Breadth requirement and may be Reading/Writing enhanced.

Prerequisite for RWE: WRIT 1400 and WRIT 1500.

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 Curry Core Humanities Breadth requirement and may be Reading/Writing enhanced.

Prerequisite for RWE: WRIT 1400 and WRIT 1500.

PRS 2541 - Race and Religion in America - 3 credits

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

This course meets the Curry Core Humanities Breadth and Information Literacy Enhancement requirements.

Photography (PHOT)

PHOT 3600 - Postproduction/Technical and Creative Portfolio Project - 3 credits

Offered periodically within a three-year academic cycle

Providing students with the professional-technical aspects needed to prepare 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. Alongside technical mastery, students will continue to develop their artistic voice through guided project work and critiques.

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 in a variety of environments. We will examine contemporary trends in photography while also referencing its history throughout the semester. During the semester, we will conduct research, write, take photographs, and explore. This class will help you develop your artistic voice and refine the skills necessary to practice as a professional photographer. While AI can be used as a tool in PS and LR, it is NOT photography and will not be accepted. A photograph, by definition, is “a picture made using a camera, in which an image is focused onto film or other light-sensitive material and then made visible and permanent by chemical treatment, or stored digitally”. We will hone in on the craft, think critically, and create by connecting.

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.

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 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.

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.**

This course meets the Curry Core Science Breadth and Quantitative Literacy Enhancement requirements.

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.

PHYS 4010 - Physics Independent Research - 3-6 credits

Fall and Spring Semesters

Independent research on a topic of current interest. Apply principles of both literature and experimental (field or laboratory) and/or theoretical research under supervision. Research question/ problem in library, and/or lab on or off campus; write up research report; give public oral presentation to the Science faculty and interested students. Signature of faculty supervisor and department chair required.

Prerequisites: PHYS 4000 and permission of area instructor. Project must begin no later than fall of the student's senior year. Students are strongly encouraged to begin thinking about their projects during their junior year.

Politics & History (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 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 emergence 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 Curry Core 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 Curry Core 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 Curry Core Social Science Breadth requirement.

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 Curry Core 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.

This course meets the Curry Core Diversity requirement.

P&H 2070 - Thinking Historically about Contemporary US History - 3 credits

This course, designed for future educators to meet the content expectations of the MA Department of Elementary and Secondary Education in PreK-6 History and Social Sciences, is an economic and political history of the United States from pre-Columbian period to the present day. The course unpacks present-day issues, debates, positions, and circumstances by tracing their historical origins through the evolution of economic and political thought, action, and institutions in the United States.

P&H 2090 - Sickness and Health: A Cultural History Since 1816 - 3 credits

This course explores the modern history of health through a series of roughly chronological examples from the last 200 years related to four core course themes. They are: food, medicine, illness, and policy. While each of these themes is relevant to the history of health, they are also connected to broader issues in modern world history including the evolving role of government, the global world system (economic and political), human rights and social justice, advances in technology, and the influence of popular culture. This course does not claim to cover the whole of modern global health history but rather seeks through the use of illustrative examples to demonstrate critical changes taking place over time and similarities and differences that exist across cultures and regions. The examples are meant to explore the similarities and differences that characterize the way the world's peoples and governments have responded to this most basic element of the human experience in the modern era.

This course meets the Curry Core Humanities Breadth 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 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 2375 - America Divided: Elections - 3 credits

Every Other Year

This course will analyze this year's elections in real time. Students will analyze the political forces that shape electoral outcomes— demographics, interest groups ,issue salience, critical constituencies, and voter engagement, and apply that analysis to develop a prediction model for a contested congressional race or battleground state. On election night, students will serve as election commentators on WMLN's political coverage based their own analysis of the day's events. Through the course, students will become political analysts and pundits, connecting this election to historic trends and political science. Readings will be selected weekly as events dictate, and students will be expected to engage in active participation in the course, selecting readings, gathering and reporting on data, and questioning colleagues on their analyses.

This course meets the Curry Core Active Learning requirement.

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.

This course meets the Curry Core Active Learning requirement.

Program for Advancement of Learning (PAL)

Required for First-Year Students:

PAL 1190 - Learning Process I - 1.5 credits

Fall and Spring Semesters

This course is the first in the two-course sequence required for students admitted to Curry College through the Program for Advancement of Learning. Focused on the transition from high school learning expectations to those of college courses, PAL 1190 offers students a curriculum designed to foster an understanding of themselves as learners through faculty mentorship.

Students are introduced to and explore learning strategies in the following core areas: metacognition, self-regulation, active and engaged learning, critical thinking and reasoning, receptive and expressive language. Students will create an educational plan, outlining: personal and academic long-term goals, semester goals,

learning strengths, challenges, and strategies. The faculty mentor and student collaborate on evaluating student progress towards these goals throughout the semester, culminating in a reflective student paper and faculty report, which outlines individualized recommendations for the PAL 1200, the second course in the sequence.

Additional course fee applies.

PAL 1200 - Learning Process II- 1.5 credits

Fall and Spring Semesters

This course extends the learning insights and strategies acquired in PAL 1190, fostering greater independence and strategic learning in metacognition, self-regulation, critical thinking and reasoning, receptive and expressive language, and decision making. Students will refine their PAL 1190 educational plans, integrating lessons from the prior semester and adapting to the current semester's course requirements. PAL faculty and students jointly assess progress toward these objectives throughout the semester, culminating in a reflective student paper and faculty report.

Additional course fee applies.

Elective Courses:

PAL 1180 - Summer PAL - 3 credits

Summer Term

The Summer PAL course is an immersive, on-campus academic experience for incoming first-year and transfer students accepted into the Program for Advancement of Learning (PAL). This credit-bearing course helps students build a strong foundation for college by developing a deeper understanding of how they learn. Guided by a PAL faculty member and supported by a small peer group, students explore key academic strategies through PAL's core learning outcomes: metacognition, self-regulation, critical thinking, and active learning. Emphasis is placed on building strengths in reading, writing, note-taking, organization, time management, problem-solving, and collaboration. Students also create a personalized learning profile, participate in mini-courses taught by Curry professors, explore assistive technologies, and connect with the academic resources and community at Curry College. The course concludes with a learning portfolio that highlights each student's growth and readiness for the college journey ahead.

PAL 1185 - Assistive Technology for Academic Success - 1 credit

Through this exploratory technology lab, students will get hands-on experience in acquiring assistive and adaptive technologies (AT) to critically maneuver that will improve access to college-level reading, writing, and organizational tools. This fully interactive technology lab invites students to use metacognitive tools provided to design their own model for learning how to improve their reading and writing skills through technology and how to become more reliant on their own resources.

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 1210 - Advancement in Learning - 1.5 credits

Fall and Spring Semesters

Designed for students who have completed PAL 1190 and 1200, this course offers ongoing guidance from PAL faculty in refining and implementing strategic learning techniques to excel in advanced coursework. Students enrolled in PAL 1210 participate in individualized or small group sessions with their instructors twice weekly.

Prerequisite: PAL 1200. Additional course fee applies.

PAL 1220 - Learning Transitions - 1 credit

Fall and Spring Semesters

Available to students who have finished PAL 1190 and 1200, this course offers continuous support from PAL faculty in cultivating and employing strategic learning strategies for academic advancement. Students enrolled in PAL 1220 participate in individualized or small group sessions with their instructors once weekly. This course is repeatable.

Prerequisite: PAL 1200 or PAL 1210. Additional course fee applies.

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 Curry Core Social Science Breadth requirement.

PSY 1400 - Child Development - 3 credits

Fall and Spring Semesters

Focuses on the ways in which children develop emotionally, physically, socially, and intellectually, starting from the moment of conception until puberty.

This course meets the Curry Core Social Science Breadth requirement.

PSY 2010 - Orientation to the Psychology Major - 1 credit

Fall and Spring Semesters (Recommended Spring of First Year)

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, and 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.

Prerequisites: PSY 1030 and MATH 1150.

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 Curry Core 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 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 -Psychology Internship and Field Preparation - 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 Curry Core 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.

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 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 2350 - Psychology: Global Perspectives - 3 credits

Offered periodically within a three-year academic cycle

This course provides a travel opportunity for the study of behavior, cognition, and affect in settings where people of different backgrounds interact. Topics include the influence of culture on worldviews and how psychological processes are impacted and related to communication, health, identity development, stereotyping, and discrimination (all from a psychological lens). This course involves self-exploration into one's own beliefs and values and how our beliefs and values impact our work with others. Students gain a greater understanding and learn about other perspectives and experiences beyond their own through assignments and discussions.

This course meets the Curry Core International/Global Interdependence requirement.

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 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 Curry Core 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 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 3120 - Counseling Theory - 3 credits

Spring Semester

An examination of major theoretical models used in counseling, and applications of theories to the counseling process. A background in both abnormal psychology and personality theory will be presupposed.

Prerequisite: Any 2000-level PSY course.

PSY 3130 - Brain and Behavior - 3 credits

Fall Semester

Studies the emerging field of Neuroscience, with a focus on theories of how brain function creates our higher psychological processes, e.g., attention, memory, perception, and language. Problems to be explored include the role of brain mechanisms in human development, learning, motivation, emotion, sexuality, aggression, addiction, and mental illness. Specific attention will be devoted to the neuropsychology of learning disabilities.

Prerequisite: Any 2000-level PSY course.

PSY 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 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 professional training and ethical standards, student diversity issues, collaboration and consultation with student stakeholders, assessment strategies and social policy, legal and fiscal issues that influence service delivery. Additional areas of study include school-based mental health and wellness, interventions for mental health problems, e.g. behavior, mood and substance abuse disorders and student exposure to violence, abuse and trauma. Resources for students, educators, families and advocates will be reviewed. Students will become involved in a hands-on approach to solving problems through research and mini-project papers.

Prerequisites: Any 2000-level PSY course, sophomore standing.

PSY 3170 - Autism Spectrum Disorders: Theory, Assessment, and Interventions - 3 credits

Offered periodically within a three-year academic cycle

This course will examine children, adolescents and young adults who present with Autism Spectrum Disorders (ASD). An examination of definitions culminating 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.

Prerequisites: PSY 2200 and junior or senior status.

PSY 3200 - Stress, Coping and Adaptation - 3 credits

Offered periodically within a three-year academic cycle

This course examines both the physiological and psychological nature and consequences of stress and trauma. The primary objective is to familiarize students with methods, theories, and research in the study of stress. Topics will include basic models of stress, arousal, and emotion; learned helplessness; life change and stress; behavioral style, personality, and their links to illness; stress and immune function; social support; crowding; institutional and organizational stress; post-traumatic stress disorder (PTSD), and stress management. Readings will be derived from primary journal articles, as well as from chapters from books written by experts in the area.

Prerequisite: Any 2000-level PSY course.

PSY 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

Every Year

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 culture on worldviews, communication, health and mental health as well as acculturation, identity development, stereotyping, and discrimination. This course involves self-exploration 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 Curry Core 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 3270 - Sports Psychology - 3 credits

This course will focus on the relationship of psychology to sports and the scientific study of how individuals behave in sport and exercise. Students in this course will investigate human behavior patterns in sports and exercise settings and learn about performance enhancement strategies. Topics in this course include: motivation, confidence, anxiety, stress, and working with teams. Students will demonstrate their knowledge through classroom discussions, case studies and written assignments and tests.

Prerequisite: PSY 1030.

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.

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 Curry Core 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 - 0 credits

This course is required for all students doing a Psychology internship and must be taken during the semester of internship. Students must arrange an internship with the assistance of the Psychology Internship Coordinator. In addition to spending time each week in their field placement students will integrate their learning with weekly on campus course meetings and assignments, discussing practice based learning, reviewing their field experiences, and documenting their learning.

PSY 3500 - Senior Seminar - 3 credits

Fall and Spring Semesters

Required for advanced psychology majors. Integration and synthesis of knowledge and experience in psychology is an important goal of this course. Potential graduate students should take this course in the fall.

Prerequisites: Any 2000-level PSY course and senior status.

PSY 3600 - Issues in Aging - 3 credits

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/ case-management skills essential to working on interdisciplinary teams. We will also examine public policy, advocacy and cross- cultural issues. Students will explore the social and political ramifications of the graying of the world population. Future career options in gerontology will be explored.

Prerequisite: 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.

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 Curry Core Wellness requirement.

HW 1001 - Principles of Public Health & Wellness - 3 credits

Fall and Spring Semesters

This course introduces students who are interested in Public Health & Wellness to the disciplines of Public Health, Health Education, and Health Promotion. Emphasis is placed on the history of public health, health status, health care philosophy, health and wellness, chronic and infectious diseases, health-related behavior, and health theories and program models. Students will learn skills that are essential to ensure success in the Public Health & Wellness program including learning to use library databases and writing a review of health-related literature.

HW 2000 - Foundations of Community Health - 3 credits

Fall Semester

This course is designed for health majors and others interested in the promotion of health behavior and lifestyles, which contribute to the reduction of risk factors associated with human morbidity and mortality. Emphasis is placed upon complex community health issues and settings, as well as disease prevention and prolonging life. Topics include, but are not limited to, historical perspectives of community health, local health departments,

solving community health problems, community health; methods & materials, chronic disease, communicable disease, safety education, mental health environment, health & sanitation, radiological health, and organization & administration of official, voluntary and private agencies.

Pre- or Corequisite: HW 1001 or permission of the instructor.

HW 2010 - Health Behavior and Promotion - 3 credits

Spring Semester

This course will introduce the student to concepts necessary to promote positive health behavior change by examining the most commonly used theories and models in public health and health promotion. Coursework focuses on the identification and application of influential theories and models of health behavior change, processes of shaping behavior, and the effects of community and environmental factors on behavior to promote, design, and evaluate effective health behavior programs and interventions.

Pre- or Corequisite: HW 1001, or permission of the instructor.

HW 2150 - Introduction to Holistic Health - 3 credits

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 non-Western values and belief systems, creation of healthier workplaces with holism, critical assessment of research and evaluation of treatment options. Selected integrative health modalities will be explored. Issues will be studied with both a personal wellness focus and a focus on working with health care consumers for wellness promotion. Discussion, writing, reading, and reflective practice will be the main learning activities. It is recommended that the student have completed HW 1000 prior to taking this course.

HW 2190 - Communication for Health Professionals - 3 credits

Offered periodically within a 3-year academic cycle

This course introduces students to the foundational and applied principles of health communication in public health, healthcare, and wellness contexts. The course explores how cultural, social, technological, and organizational factors shape communication within healthcare, wellness promotion, and health advocacy. Emphasis is placed on translating complex scientific and epidemiological information into accessible messages, crafting ethically responsive health materials, and critically evaluating communication strategies to advance individual and community health outcomes. (Same course as COM 2190).

Prerequisite: COM 1010 or HW 1001 or NSG 1000 or permission of the instructor.

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 Corequisite: HW 1001 or permission of the instructor.

HW 2300 - Environmental Health - 3 credits

Fall 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 1001 or permission of the instructor.

HW 2400 - Sexual and Reproductive Health - 3 credits

Offered periodically within a three-year academic cycle

This course will introduce the student to sexual and reproductive health issues through a multidisciplinary approach. Coursework will explore a variety of topics including sexual and reproductive anatomy and physiology, demographic trends in fertility, the social construction of sexual and reproductive health, analysis of reproduction laws and their relation to health outcomes, contraception and sexually transmitted infection protection, and the effects of racism, poverty, and sexism on sexual health and reproduction.

Prerequisite: HW 1001 or permission of instructor.

HW 2450 - Maternal and Infant Health - 3 credits

Offered periodically within a 3-year academic cycle

HW 2450 Maternal and Infant Health is designed for public health and health sciences majors and others interested in the factors that influence the health of women, infants, and families. This course introduces students to population-based approaches to maternal and infant health and examines maternal and infant health indicators, outcomes, and disparities using a life course and health equity framework. Emphasis is placed on social, behavioral, biological, and structural determinants of health, as well as evidence-based public health programs, policies, and interventions aimed at improving maternal and infant health outcomes and reducing health inequities.

Prerequisite: HW 1001.

Corequisite: HW 2000 or permission of instructor.

HW 2500 - Global Public Health - 3 credits

Spring Semester

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 Corequisite: 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 first-hand 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.

This course meets the Curry Core International/Global Interdependence requirement.

HW 3000 - Introduction to Epidemiology - 3 credits

Spring Semester

HW 3000 introduces the student to the distribution, frequency, and determinants of patterns of disease and health conditions in various human populations. This course incorporates undergraduate learning outcomes (see below) established by the Association of Schools and Programs of Public Health (ASPPH).

Pre- or Corequisites: MATH 1150 and HW 1001, or permission of the instructor.

HW 3005 - Public Health Advocacy and Policy - 3 credits

Spring Semester

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 Corequisites: HW 1001, 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 Corequisites: 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

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 1001.

HW 3050 - Race, Class, Gender and Health - 3 credits

Offered periodically within a three-year academic cycle

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

This course meets the Curry Core Diversity requirement.

Pre- or Corequisites: HW 1001 and junior standing.

HW 3450 - Public Health and Wellness Internship - 1-5 credits

Fall and Spring Semesters

Provides students with an opportunity to explore public health career paths, gain knowledge and skills from public health work experience, and strengthen their resume while earning academic credit. Internships are completed under the guidance of an on-site internship supervisor. In addition to meeting core learning outcomes, students will be required to fulfill academic internship requirements at midterm and final as evaluated by the PHW Internship Facilitator. Internship placements are subject to prior approval by the PHW Internship Facilitator. This course meets the Curry Core Active Learning requirement.

This course meets the Curry Core Active Learning requirement.

Pre- or Corequisites: PHW major, sophomore standing, minimum 2.5 cumulative GPA.

PUBLIC RELATIONS (PR)

PR 2790 - Principles of Public Relations - 3 credits

Fall and Spring Semesters

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

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 - 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

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.

Prerequisites: PR 2790 and PR 2850.

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 Curry Core Science Breadth and Quantitative Literacy Enhancement requirements.

Corequisite: SCI 1010R.

SCI 1010R - Recitation for SCI 1010 - 0 credits

Fall and Spring Semesters

An additional classroom-hour-per-week required of SCI 1010 sections to allow aspects of the course, including hands-on or lab activities, to be treated by smaller groups of students.

Corequisite: SCI 1010.

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 learn how to be better cooks and how to use the scientific method in the kitchen. Lecture and Recitation.

This course meets the Curry Core 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.

Corequisite: SCI 1010.

SCI 1020 - The Human Body - 4 credits

Fall and Spring Semesters

Designed to give students a basic knowledge and understanding of the human body. Using biological and chemical principles, it will concentrate on the functions of the main body parts, the interaction of the various body systems, the maintenance of stable internal body conditions, and the disruption of “wellness” by common diseases. It will use media articles and other sources to discuss new scientific and medical technologies related to humans. There will be several laboratory experiments during the semester, where students will learn more about themselves and the scientific process, through simple exercises.

This course meets the Curry Core 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.

Corequisite: SCI 1020.

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 Curry Core 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.

Corequisite: SCI 1030.

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.

This course meets the Curry Core Social Science Breadth and Information Literacy Enhancement requirements.

Not open to students who have taken SOC 1000: Perspectives on Society and Culture or SOC 1000: Social Life.

SOC 1100 - Sociology of Popular Culture - 3 credits

Offered periodically within a three-year academic cycle

This course examines the social significance of popular culture historically and in the contemporary era. Topics 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 Curry Core Social Science Breadth and Information Literacy Enhancement requirements.

SOC 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 CJ 1140).

This course meets the Curry Core First Year Core Quantitative Literacy requirement.

Prerequisite: Successful completion of MATH 1000 or demonstrated proficiency on the Mathematics Assessment.

SOC 2050 - Social Problems - 3 credits

Offered periodically within a three-year academic cycle

This course systematically analyzes a small selection of major contemporary social problems such as unemployment, environmental degradation and pollution, drugs, and crime, using current research and data. The focus of the course is on the sources, patterns, consequences, and current efforts at intervention and improvement of these problems, and understanding the complexity and interconnectedness of social problems. Understanding how a social problem is constructed and framed in popular media is an important part of understanding not only what is viewed as a social problem, but what we as a society conclude are viable solutions.

This course meets the Curry Core Social Science Breadth or the Curry Core Diversity requirement.

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 Curry Core Diversity requirement or the International/Global Interdependence requirement.

SOC 2095 - Environmental Justice - 3 credits

Offered periodically within a three-year academic cycle

In this course, students will explore the disproportionate burdens of environmental contamination and environmental health disparities affecting marginalized communities. Race, class, and gender as well as other socioeconomic factors influence access to a clean environment. We will analyze the concept, available research, and how communities and groups have organized to improve the environments in their neighborhoods, cities, and on native lands. We will also explore the larger environmental justice movement; beginning in the U.S and which is now global. Both the causes and consequences of policies to eradicate these disparities will be examined. Topics include: The Superfund program, clean-up and restoration of contaminated sites, cancer and health disparities research, privatization of water, and hydraulic fracking. Throughout the course case studies are drawn upon to illustrate ideas and facilitate learning. Students will be asked to engage in problem solving and action in their own environments.

This course meets the Curry Core Diversity requirement or the International/Global Interdependence requirement.

SOC 2120 - Restorative Justice: Community and Incarceration - 3 credits

Fall Semester

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

Spring Semester

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 CJ 2125).

SOC 2130 - Revolutionary Ideas: Social Theories that Changed Everything - 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 meets the Curry Core Diversity requirement.

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 Curry Core Diversity requirement.

SOC 2175 - Immigration and the US Justice System - 3 credits

Offered periodically within a three-year academic cycle

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 CJ 2175).

The course meets the Curry Core 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 Curry Core Diversity requirement.

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 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/CJ 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 Curry Core Diversity requirement.

Prerequisite: CJ 1000 or SOC 1000.

SOC 2402 - Domestic Violence: Family and Intimate Partner Violence - 3 credits

Alternate Fall Semesters

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).

SOC 2450 - Social Policy and Social Justice - 3 credits

Offered periodically within a three-year academic cycle

In this course, students will learn how social policies are one of the most powerful means for reducing inequalities and improving society's well-being. Students will critically analyze social policies with attention to: values and assumptions; strengths and weaknesses; evolving population needs; and input from various stakeholders. Current social policies will be placed in context with their historical, philosophical, ethical, and political roots and rationale. Impact on communities, implementation and effectiveness of policies, as well as social justice involvement and implications, will be emphasized. Social policies that may be addressed include: education, aging, poverty, health, homelessness, immigration, workplace, family, and environment.

This course meets the Curry Core Diversity 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 Curry Core 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 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 Curry Core 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 Curry Core Diversity and Curry Core Active Learning requirements.

SOC 2505 - Environmental Law, Crime & Justice - 3 credits

Offered periodically within a three-year academic cycle

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. (Same course as CJ 2505).

This course meets the Curry Core 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, grass-roots efforts, and everyday acts of collective action and community organizing will be explored.

This course meets the Curry Core Diversity requirement.

SOC 2520 - Serving Diverse Populations and Advancing Social Justice - 3 credits

Every Other Year

This course introduces students to the lived experiences of diverse populations served by social workers, including people impacted by poverty, racism, disability, immigration, gender-based violence, incarceration, and more. It explores systemic oppression, intersectionality, and anti-oppressive practice. Emphasis is placed on cultural humility, ethical allyship, and responsive practice across social identities. (Same course as SWK 2520).

This course meets the Curry Core Diversity requirement.

SOC 2550 - Social Welfare Policy - 3 credits

Every Other Year

This course examines how social policies shape the welfare system and impact vulnerable populations. Students are introduced to the development, structure, and impact of social welfare policies in the United States and will examine the historical roots of the social welfare system, key legislation, the role of government and non-governmental actors, and how social policies influence individual lives and communities—especially among marginalized populations. Emphasis is placed on critical thinking, systems analysis, and the role of social workers in shaping and responding to policy. (Same course as SWK 2550).

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 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 Curry Core 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 Curry Core 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 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 Curry Core Diversity requirement.

Prerequisite: SOC 1000 or one Curry Core 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 Curry Core Social Science breadth course..

SOC 3404 - Sociology of Violence - 3 credits

Fall Semester

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

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

SOC 3450 - Experiential Learning (Internships) - 1-15 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 Curry Core Active Learning requirement.

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.
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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 3640 - Deviance and Social Control - 3 credits

Spring Semester

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 3901 - College to Career Transition - 1 credit

Fall Semester

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.

SOC 3905 - Honors Research Proposal - 3 credits

Fall 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

Spring 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 Curry Core Active Learning requirement.

Prerequisites: SOC/CJ 3905, GPA 3.3, Rising Senior or Senior status.

SOC 4500 -Doing Sociology: Senior Experience - 3 credits

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 to create and complete EITHER a research project on an approved topic OR act as a Teaching Assistant for an introductory sociology course and creating their own Sociology syllabus and lecture. The course will 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. Signature of Chair required.

This course meets the Curry Core Active Learning requirement.

Prerequisites: SOC/CJ 2600, SOC 2130 and senior standing.

Social Work (SWK)

SWK 2310 - Introduction to Social Work - 3 credits

Fall Semester

This course provides an introduction to the social work profession, including its history, core values, ethics, and diverse fields of practice. Students will explore what social workers do across various settings, educational and career pathways, and the fundamental knowledge and skills that guide professional practice. The course introduces basic practice approaches, communication skills, and the person-in-environment perspective that distinguishes social work from other helping professions.

SWK 2520 - Serving Diverse Populations and Advancing Social Justice - 3 credits

Every Other Year

This course introduces students to the lived experiences of diverse populations served by social workers, including people impacted by poverty, racism, disability, immigration, gender-based violence, incarceration, and more. It explores systemic oppression, intersectionality, and anti-oppressive practice. Emphasis is placed on cultural humility, ethical allyship, and responsive practice across social identities. (Same course as SOC 2520).

This course meets the Curry Core Diversity requirement.

SWK 2550 - Social Welfare Policy - 3 credits

Every Other Year

This course examines how social policies shape the welfare system and impact vulnerable populations. Students are introduced to the development, structure, and impact of social welfare policies in the United States and will examine the historical roots of the social welfare system, key legislation, the role of government and non-

governmental actors, and how social policies influence individual lives and communities—especially among marginalized populations. Emphasis is placed on critical thinking, systems analysis, and the role of social workers in shaping and responding to policy. (Same course as SOC 2550).

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) - 1-15 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 Curry Core Active Learning requirement.

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.*
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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 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.

Spanish (SPAN)

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 Curry Core 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 Curry Core 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 Curry Core 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 Curry Core 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

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 Curry Core 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 Curry Core 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 Curry Core 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 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 Curry Core 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 Curry Core 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 social-emotional, environmental, cognitive, and educational development of students at risk for developmental delays or mild/moderate disabilities. Throughout the course, students connect major federal and state laws and regulations to classroom structures and instructional/curricular accommodations and modifications.

This course meets the Curry Core Diversity requirement.

Pre or co-requisite: PSY 1400.

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 Curry Core Active Learning requirement.

Prerequisites: ED 3190, ED 3700.

Corequisite: 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 3198 or permission of instructor.

SPE 3415 - Assessments for Special Educators - 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

First 8-week session, 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 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 or permission of the instructor.

SPE 3417 Writing IEPs - 1.5 credits

Second 8-week session, 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 components 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.

Prerequisite: Junior standing 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 major complete a two-day per week field experience in the role of a para-professional and behavior assistant in a public school setting.

This course meets the Curry Core 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 Curry Core 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

This is the first of a two part course teaching the foundational knowledge and skills as outlined in the RBT certification process. The Registered Behavior Technician 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 student 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 Behavior Technician 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.

This course meets the Curry Core Reading/Writing Enhancement requirement.

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 Curry Core Active Learning requirement.

Prerequisite: SPE 3415.

Corequisite: SPE 4563 SM.

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 Candidate Assessment of Performance (CAP). Topics include, but not limited to child observation and assessment, subject-matter knowledge, curriculum planning, well-structured 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, professional roles and responsibilities, collaborating on a service-delivery 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 and Spring Semesters

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 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

Spring 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

Spring 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.

Prerequisite: Sophomore standing.

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.

This course meets the Curry Core Diversity requirement.

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 Communications and Public Relations - 3 credits

Offered periodically within a three-year academic cycle

This course examines the concepts of sport media and public relations for students considering careers in sports marketing, media, public relations, coaching, athletic administration, or related fields. Emphasis is on developing necessary skills, techniques, and best practices for media and public relations. This course examines many of the current distribution platforms and the tools to create media for these outlets. In this course, students will create graphics and material using the most relevant applications for entry-level in the sport industry.

SRM 2070 - Sport Motivation and Performance - 3 credits

Offered periodically within a three-year academic cycle

This course will introduce students to the behavioral, cognitive, and social psychology in athletes and recreational sport participants. It will explore theoretical concepts as well as practical techniques and strategies useful to coaches, teachers, athletic trainers, physical therapists, and others who work with athletes. This course will examine athletes' health and well-being including stress, unhealthy behaviors, and burnout. It will discuss how goal setting, emotion regulation, character development, self-confidence and mental imagery can be incorporated to improve performance. Lastly, it will explore the mental recovery process from sport injuries and career transition for collegiate and elite athletes.

SRM 2080 - Collegiate Sport Administration and the NCAA - 3 credits

Fall Semester

This course will examine important elements of collegiate athletics management including compliance, athlete eligibility, alumni relations, marketing, and corporate sponsorship. The course will also cover NCAA rules and regulations along with the complex history of collegiate athletics. This course presents information that helps students better understand and administer various collegiate athletic programs and prepares students for an administrative position in collegiate athletics.

SRM 2100 - Applied Sport Management - 3 credits

Fall Semester

This course will apply the four functions of management to the sport industry and provide an in-depth analysis of the relationship between business and sport. Students will learn about various sectors within the industry such as professional leagues, sporting goods, fitness and recreation, high school, and collegiate sport.

Prerequisite: SRM 1000.

SRM 3000 - Sport Law, Athlete Representation and Labor Relations - 3 credits

Spring Semester

This course will examine the foundations of legal issues in sport, with a particular focus on tort law, the role of agents and athlete representation, and labor relations and collective bargaining. This class will cover three prongs. First, the impact of tort law (i.e., unintentional and intentional) on sport organization business operations. Second, the job of agents regarding contract negotiation and other key aspects of representation. Third, labor relations systems in collegiate professional sports in the United States, including labor relations, labor law, and the unionization and bargaining history focusing on professional sport leagues (e.g., Major League Baseball) and present-day collegiate athlete labor movements. The course will include mock trials and negotiations to simulate real-world situations.

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 will 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

Fall 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 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 3060 - Sport Sponsorship and Sales - 3 credits

Offered periodically within a three-year academic cycle

This course examines how non-sport corporations are successfully targeting the sport consumer through the sponsorship of teams, events, and advertisements. It includes an introduction to sponsorships and how they relate to segmentation, sponsorship fit, and forms of sponsorships (e.g. celebrity endorsements, venue naming rights, and licensing). Also, the course will include prospecting and sales management to both consumers and sponsors. Students will be given the opportunity to review, analyze and evaluate real world sponsorship proposals. Students will develop a sponsorship proposal customized for a chosen sport property and a corporate client.

Prerequisites: SRM 2020 and MRKT 2050.

SRM 3070 - Sport Finance - 3 credits

Alternate Spring Semesters

This course will examine basic financial concepts and financial issues as applied to budgeting and business decisions in the sport industry. It will provide an overview of taxation, financial analysis, feasibility studies, and economic impact studies within sport & recreation organizations. Topics also include financial indicators for strategic planning, strategies for generating income, budget development and the allocation of resources.

Prerequisites: ACNT1010 and ACNT1011.

Sports Communication (SPC)

SPC 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.

Prerequisite: COM 1010 or sophomore standing.

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

SPC 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.

SPC 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: SPC 2390, COM 2900, MRKT 2520, or BUS 2264.

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. Students are expected to purchase supplies.

This course meets the Curry Core Arts Breadth requirement.

SA 1800 - Drawing - 3 credits

Fall and Spring Semesters

Introduces drawing techniques and explores the particular quality and expressiveness of a variety of drawing media. Students practice drawing skills with emphasis on compositional principles and the development of visual sensitivity.

This is a beginning level course; prior experience in the studio arts is not necessary.

This course meets the Curry Core Arts Breadth requirement.

Theatre (THR)

THR 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.

THR 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.

THR 2410 - Acting II - 3 credits

Alternate Fall Semesters

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

Prerequisite: THR 1410.

THR 2450 - Stagecraft Concepts - 3 credits

Alternate Fall 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.

THR 2471 - Theatre Practicum: Main Stage - 1 credit

Fall and Spring Semesters

Rehearse and perform comedies, drama and musicals on the Main Stage.

THR 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.

THR 2473 - Theatre Practicum: Improv - 1 credit

Fall and Spring Semesters

Join Curry Theatre's Improv group; Absolut© Improv. Audition for the Black Box Improv team. Develop and refine improvisation skills through theatre games and long and short-form improvisation exercises.

THR 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, THR 2471/2472 and signature of the instructor.

THR 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.

THR 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.

Prerequisite: WRIT 1400.

THR 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.

Prerequisite: THR 1410.

THR 3476 - Scriptwriting II - 3 credits

Every Year

A continuation of Scriptwriting (THR 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: THR 2476.

THR 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: THR 2471/2472/2473 or permission of instructor.

THR 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: THR 1410, or permission of director of theatre.

THR 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.

Video Game Studies (VGS)

VGS 2640 - Video Games: A Cultural History - 3 credits

Alternate Fall Semesters

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

VGS 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).

VGS 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.

VGS 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.

VGS 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: VGS 2641.

VGS 3656 - Death and Games - 3 credits

Alternate Years

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: VGS 2641.

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 Curry Core Humanities 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 Curry Core Arts Breadth or Curry Core 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 Curry Core Arts Breadth or Curry Core International/Global Interdependence requirement.

VPA 2003 - Fine Arts Study Abroad III - 3 credits

As needed

This study abroad course offers students a transformative opportunity to engage with art from cultures beyond their own. Prior to departure, students will participate in preparatory classes and meetings designed to provide cultural and contextual background. Upon return, students will critically reflect on their experiences through written analysis and develop a substantial project inspired by the art and culture encountered during their travels.

Prerequisites: WRIT 1500, Sophomore standing, Faculty permission.

This course meets the Curry Core International/Global Interdependence requirement.

Writing (WRIT)

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 Curry Core requirement.

WRIT 1400 - Reading, Writing, Research I - 3 credits

Fall and Spring Semesters

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 Curry 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.

This course meets the Curry Core requirement.

Prerequisite: WRIT 1400 or equivalent course experience

WRIT 2200 - Working With Writers - 3 credits

Offered periodically within a 3-year academic cycle

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 Curry Core Diversity and Reading/Writing Enhancement requirements.

Prerequisite: WRIT 1500 or equivalent course experience.

WRIT 2240 - Rhetorics of the Holocaust - 3 credits

Offered periodically within a 3-year academic cycle

Rhetorics of the Holocaust will examine how rhetoric, conceived of specifically as the use of persuasion to a specific audience for an intended purpose but also broadly as a form of engagement between individuals, contributes to the narratives and identities of Jewish victims, Nazi perpetrators, resisters, and bystanders in the Holocaust. We spend our time looking at various forms of documentation that recorded the lives of individuals and how forms of documentation worked to support or disrupt narratives about the people they discussed or presented. We will examine various narrative genres such as home movie footage, nationalistic speeches, newsreels, posters, newspaper stories, and primary documents such as police reports and survivor narratives recorded as part of the Shoah project. Through examining the lives and narratives of these groups of people, students will understand the discursive and non-discursive elements of rhetorical engagement. Students will also understand how language is inherently tied to identity and how people narrate their lives as well as the lives of others directly impacts the body and minds of those whose stories we tell.

This course meets the Curry Core Humanities Breadth and Reading/Writing Enhancement requirements.

Prerequisites: WRIT 1400 and WRIT 1500.

WRIT 2260 - Contemporary Queer Narrative - 3 credits

Offered periodically within a 3-year academic cycle

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 Curry Core Diversity and Reading/Writing Enhancement requirements.

Prerequisites: WRIT 1400 and WRIT 1500.

WRIT 2270 - Graphic Novel and Comics as Literature - 3 credits

Offered periodically within a 3-year academic cycle

This course will explore graphic novels to illustrate how sequential art and text tell stories and as a result make arguments about identity and social structures that should be accepted, furthered, or challenged. How these multimodal texts go about combining images and texts to tell stories or make arguments is varied, meaningful, and complex, and for those reasons, graphic novels are worthy of scholarly attention and engagement. Students will then create their own graphic narrative.

This course meets the Curry Core Humanities Breadth or Curry Core Diversity requirement, and the Reading/Writing Enhancement requirement.

Prerequisites: WRIT1400 and WRIT1500.

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 Curry Core Reading/Writing Enhancement requirement.

Prerequisite: WRIT 1500 or equivalent.

Educational Leadership (EDL)

EDL 7010 - Inclusive Leadership and Organizational Change - 3 credits

This course serves as the introduction to the Educational Leadership Program, by combining a study of current theory and research-based best practices and supporting the development of prospective and emerging school leaders. Effective school leaders understand current educational trends, analyze district, school, and student data, and engage educational teams in professional learning to improve student achievement and ensure an equitable and inclusive culture for all stakeholders. In EDL 7010, aspiring educational leaders will examine how organizational change takes place and develop core values that guide equity-oriented mission statements and related decision making. They will begin to evaluate school and district planning documents and vision statements to assess school and students' needs and consider how these are contributing to culturally and linguistically sustaining practices. Topics include theory and practice in organizational leadership, organizational culture, anti-racist and culturally and linguistically sustaining responsive practices, school improvement, as well as educational change.

EDL 7020 - Data Driven Inquiry to Improve Teaching and Learning - 3 credits

This course provides aspiring leaders with the knowledge necessary to promote the learning and growth of all members of the school/district community by establishing and communicating a clear vision for curriculum, instruction, and assessment that is aligned to school and district priorities and reflects high expectations for all students. In this course, administrator candidates will collect, monitor and use all forms of disaggregated data, research, and best practices to reflect on strengths and gaps in instructional systems, eliminate learning inquiries across race, gender, ethnicity, language, disability and ability, and other aspects of student identities. Aspiring leaders will develop action-oriented plans based on multiple data sources that support all students in meeting or exceeding grade-level standards and individual learning goals and improve educator effectiveness. In addition, students in the course will collaborate with school district stakeholders to develop a culture of continuous, data-focused, growth-oriented, equity centered reflection and adjustments to practice.

EDL 7030 - Creating Equitable Systems and Managing Human Resources - 3 credits

This course prepares future school administrators to collaborate with leadership and educator teams in designing and implementing equitable procedures and processes that encompass all aspects of school and district operations. In addition, the course helps administrators understand the importance of organizing the educational environments to ensure student and staff health, safety and supporting social and emotional needs and in alignment with culturally and linguistically sustaining educational practices. Administrator candidates will be guided through the Massachusetts DESE teacher evaluation process with a focus on supporting educators to set and achieve student learning goals that pay special attention to historically marginalized groups. Another critical aspect of this course is researching the many different components of human resources with a particular focus on implementing hiring processes aimed at advancing racial equity, constructively resolving conflict and building consensus on teams, and the legal implications of staff supervision, as a solid approach to school district management.

EDL 7040 - Building Effective Partnerships Through Family and Community Engagement - 3 credits

Educational institutions at all levels are integral parts of the communities they reside in and serve. In this course students will define, analyze, and promote the multiple stakeholders that comprise an educational community and describe how to establish effective partnerships. Educational leaders need to view all families and members of the communities as assets in building a successful school community. Students will discuss the process of building trusting relationships and how to provide multiple opportunities for families to be active partners in the district and school community, including those who may have had past negative experiences with the educational system or those whose home language is not English. This course illustrates the various types of communication necessary for engaging and collaborating with both internal and external communities through two-way, culturally and linguistically responsive communications. There is strong evidence that community and family engagement increase student achievement and students will identify ways to address family and community concerns in an equitable and effective way to reach common goals.

EDL 7050 - Education Policy, Ethics, and Finance - 3 credits

Using seminal readings, recent research, philosophical principles and case studies, this course provides the opportunity for administrator candidates to reflect on moral leadership and legal issues facing today's school leaders. A strong educational leader must be keenly aware of the legal issues involved in their role and follow all policies and collective bargaining agreements, adhering to ethical guidelines. The rights of students, staff members, and the community at-large must be respected and upheld while advocating for changes to mandates and guidelines that may inhibit racial equity. The course offers administrator candidates the chance to reflect on the decisionmaking challenges that educational administrators face when developing budgets informed by a diverse range of stakeholders, ensuring equitable access for each and every student. 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 must 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.

Certificate of Advanced Graduate Studies (CAGS)

EDL 7070 - Trends in 21st Century Education - 3 credits

This course explores both dramatic and incremental societal trends that have created significant need for change within the public schools. In the course, participants will identify and explore issues arising from increasing regulatory, legal and societal expectations. They will research, present and discuss current trends and questions such as: Is retention in grade effective? How much homework is enough? How can school leaders effectively and appropriately use modern communication vehicles? Is zero tolerance the best policy? How can teachers and administrators use data and technology to support learning, while simultaneously controlling its misuse, as in instances of bullying? How much testing is appropriate and what kinds of tests best support student learning? How can an appropriate and representative range of parents become involved in the school? Participants will complete the course by exploring a trend of particular interest in their home school, discussing related concerns and issues with school stakeholders, and developing a paper/presentation that outlines the issues, current practices, and considerations at the school. This paper will include recommended approaches to the issue, plus a reflection on leadership skills needed to address it.

EDL 7080 - Diversity and Balance - 3 credits

In *Diversity and Balance*, participants learn to identify students and families who are struggling, and to develop an organizational framework that supports students, teachers, and families. This framework must build and maintain respect between and among students, families and staff, helping all stakeholders work together to support all students and their families as the school seeks to address needs or find appropriate services. Participants in the course will explore and become familiar with the increasing state and federal regulations, expectations regarding family participation in the schools, mandated practices for teaching children whose native language is not English, and common and/or mandated approaches to student success. Finally, participants will identify a challenge or goal with regard to student special needs or backgrounds in their own schools, research and explore ways to address this goal, and determine appropriate steps that might be taken to better serve students in their schools in this area or others.

EDL 7090 - Planning for Success as a School Leader - 3 credits

In this course, participants will engage in deep analysis of educational leadership, crucial conversations, school and district budget, and visioning. They will focus on developing a more in depth visioning of leadership and how their role can be transformational in leading the improvement of a department/school to improve outcomes for all students. In doing so participants will discuss theories of leadership and motivation that they will apply to supervision of all staff. This course will continue to examine the role of crucial conversations with staff in need of improvement, supporting staff morale, and leading professional development. Participants will engage in a more focused assessment of equity and allocating fiscal resources to accomplish educational goals. This course will also address the need for educational leaders to balance legal requirements of personnel oversight with a humanistic implementation of policies and procedures. To be successful, educational leaders must be knowledgeable in content and pedagogy, and participants will learn theories and explore examples of successful approaches to building teachers' classroom skills within diverse school settings. Finally, the course will explore the range of educational law with respect to hiring, collective bargaining, day to day supervision, and formative and summative evaluation, allowing participants an opportunity for deeper exploration on a selection of these issues.

Prerequisite: EDL 7050 Education Law, Ethics, and Policies or the equivalent

EDL 7170 - Data Analysis, Planning, and Action Research - 4 credits

In this course, CAGS candidates will build on data collection, analysis and program change efforts completed in the first phase of this program. The course provides an opportunity to use additional research, internal data analysis, and an analysis of the success of those strategies to build on previous work. Candidates will revisit the data collection, analysis and change efforts completed in the first phase of the program; will assess the status of strategies they implemented and will work with a small group of stakeholders to determine and implement next steps. They will also keep a journal of their work of at least 50 hours in the field, noting the analysis of their previous work, their efforts with their groups work. They will then formulate an action plan, carry out at least one strategy of this plan (which may be an extension of their previous work), and reflect in how they used their leadership skills in this work, how well the strategies worked, what next steps might be taken, and what, if anything, they might have done differently.

Practicing administrators who are not pursuing a CAGS will examine data sources and existing practices in their schools to determine an area of need in student achievement. They will work with a small group of stakeholders which may include teachers, administrators, parents, students, and/or community members to discuss strategies

for addressing the area of need. They will formulate an action plan, implement at least one strategy, assess how the strategy worked, and reflect on what next steps might be taken, how they are used and developed their leadership skills, and what, if anything they might do differently in the future.

Prerequisite: EDL 7010 and EDL 7020, or equivalent

Master of Business Administration (MBA)

MBA 7000 - Organizational Theory and Communication - 3 credits

This course will begin by exploring the skills required to lead and manage today's global and diverse organizations through an understanding of organization process, individual motivation, and group behavior. There will be an emphasis on the application of organizational behavior concepts to solve managerial problems in an integrative and ethical manner. The course will also discuss major theories as we explore how organizations function, develop, and adapt to reflect the needs of the external as well as internal environments. This course will continue with the exploration of theories and practices of corporate communications and its role within the organization and leadership structure. In addition, a case studies approach to theory and practice, familiarizing the strategic communications functions: issues management, crisis management, conflict resolution, diversity challenges, and other opportunities for strategic communication to help the organization achieve its goals.

MBA 7010 - Internship Experience - .25 - 2 credits

An internship is an important learning tool that provides students with “hands-on” experience working in a field placement. This internship experience will allow the student to apply what they have learned in the academic environment to a business world job in a related field of study.

In addition to learning about a particular industry and how it operates, the internship offers an opportunity for personal growth. Individual skill development and personal confidence should be essential goals for your experience.

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 - 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. 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 decision-making. 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, students will work "hands-on" 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.

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.

MBA 7600 - Capstone: Foundations - 3 credits

As the Capstone Project Foundation, the MBA7600 seminar is designed to explore changing issues that strategic managers face in the global business and organizational environment. You will be tasked to overcome a real business problem. Students in this class will define the project direction and create a “Project Charter” which includes the Statement of Work (SOW) or road map for the project.

MBA 7610 - Capstone: Recommendations - 3 credits

This Capstone course allows the student to apply the concepts learned throughout the MBA program and bridges the gap between academic concepts learned and the application of this knowledge to a “Real World” business problem. Creative recommendations are discussed based on research, client interactions, and other business activities. Collaboration with a faculty mentor along with the consultant cohort demonstrates mastery of the MBA program themes through integrated knowledge and analytical skills applied to the situational evaluation. The consulting group will prepare the manuscript for client delivery at the formal presentation to the client.

MBA 7650 - Thesis - 3 credits

The students will be involved in the planning, execution, and completion of a research-based thesis in a business related field under the supervision of a faculty advisor. Students will identify a significant research problem, develop a proposal, and conduct in-depth research to address the problem using appropriate methodologies. The thesis process includes a literature review, business environment review, hypothesis formulation, experimentation or analysis, and documentation of findings.

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 guided 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. Through a series of case studies and empirical studies, students will examine the most promising, unique and innovative procedures in the administration of justice, centering both evidence-based analysis, and problem solving around traditionally intractable issues.

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

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 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 6080 - Research Writing Intensive: Ethical Leadership - 3 credits

This course will present a “deep dive” on a current issue surrounding ethical leadership 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.

MCJ 6330 - Mental Illness and Criminal Justice Administration - 3 credits

According to best estimates, there are presently 10 times more Americans housed in jails and prisons than our nation's mental health facilities. As such, our criminal justice system is increasingly tasked with providing services to these individuals. Criminal justice practitioners need to be better equipped to recognize the signs and symptoms of mental illness. This course will facilitate students' understanding of the nature and extent of mental illness in our society, including the significant impact of deinstitutionalization on the criminal justice system. Justice-involved interactions with people with mental illness will be discussed with particular focus on best practices for diversion, prevention, response, and treatment. Finally, this course will examine potential ways to improve the criminal justice system response to mental illness.

MCJ 6340 - Restorative Justice Principles and Practice - 3 credits

This course will explore restorative justice (RJ) principles as a method of addressing crime/harms through work with three main stakeholders in the justice process: the responsible party, the impacted party, and the community. The course will contrast the historical roots and practices of restorative justice to the traditional adversarial process currently employed in the United States, highlighting differences between these very different models. There will be a particular focus on how restorative justice programming can promote healing and resiliency among those impacted by crime through various policies and practices, utilizing a trauma informed approach. We will further examine the intersection of race and restorative justice in the U.S., and how restorative justice has been utilized around the world, for both micro and macro-level harms. Empirical research on RJ programming will be examined and critiqued. Students will have the opportunity to practice applied restorative justice skills, including participation or facilitation in circle, in class.

MCJ 6350 - Trauma-Informed Work in the Justice System - 3 credits

This course will take a trauma-informed approach to work within the criminal justice field, including 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 examine methods 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 - 3 credits

Serving as a final capstone assessment instrument, students will integrate knowledge and understanding developed in the core curriculum to prepare a thorough and analytic policy prospectus on a current issue facing the criminal justice system. The prospectus will include a literature review that examines the history and impact of the issue as well as a detailed policy proposal that serves to address the issue with a particular focus on ethical leadership. Students will also present their final work to a panel of MCJ instructors.

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.

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 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.

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 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 1-6 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.

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 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 peer-reviewed portfolio of their own writing.

Prerequisite: MED 6040

MED 6350 - Assessment and Intervention in Reading - 3 credits

This course focuses on specific difficulties that children encounter when learning to read, including print awareness, motivation, vocabulary, fluency, phonemic awareness, and behavioral and organizational patterns. Students will become familiar with current tools and techniques in reading assessment, and will learn to determine the causes of reading problems and how to structure interventions to address them. Students will learn basic principles of assessment (validity, reliability, bias). They will learn to administer and interpret informal reading assessments, and to identify appropriate assessment instruments. They will also become familiar with, and develop initial interpretation skills for, standardized diagnostic instruments.

Prerequisite: MED 6040.

MED 6360 - Balanced Literacy - 3 credits

In this course students build on their understanding of the components of reading from MED 6040, and learn how to structure a series of reading activities that not only address the components of reading but also respond to students individual learning styles. Using a balanced literacy approach, participants learn how to design classroom reading through a combination of reading aloud, guided reading, shared reading, independent reading, and word study. In pursuing a balanced approach, the course will also consider additional strategies for encouraging students both to enjoy reading and to understand what they have read.

MED 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.

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 federal and state laws and regulations governing special education, learn the roles and responsibilities of special educators, understand the services provided by related agencies, appreciate the various forms of programs, curriculum and instruction, and understand the educational technology related to special education students.

Prerequisite: MED 6440.

MED 6430 - Psycho-Educational Assessment and Planning for Special Needs Students - 3 credits

This course examines standardized and informal methods of psycho- educational assessment of students. Participants learn procedures for documenting performance, identifying academic and cognitive strengths and weaknesses, and preparing psycho-educational reports. They learn to prepare and evaluate Individualized Education Programs (IEPs), and conduct collaborative conferences with teachers, parents, administrators and the community.

Prerequisite: MED 6440.

MED 6440 - Teaching Exceptional Children - 3 credits

This course is designed to give students a broad introduction to exceptional learners and their education. Included will be discussions of the characteristics of learners with varying disability types, the legal guidelines governing special education, and the processes of referral, identification and placement of special needs students. Also covered will be the psychological, social, educational, medical and cultural issues pertaining to special education, as well as current trends and controversial issues in special education today.

MED 6450 - Strategies for Classroom Management and Pre-Practicum - 3 credits

This course and pre-practicum focus on developing strategies and methods to create positive and effective learning environments. Participants will learn effective instructional and behavioral management strategies and be able to cultivate social competence and academic achievement. Participants will become skilled at preparing special needs students for inclusion in a variety of educational situations. In this experience, students fully participate in classroom and school experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. Throughout the pre-practicum experience, candidates plan and deliver Instruction to a variety of students, learn the intricacies of the role they will undertake, implement strategies for effective classroom management and reflect on their developing practice. By reflecting on observations in the field, on the nature of teaching, and learning and effective classroom practice, teacher candidates build analytical skills to help them refine and improve their own teaching.

MED 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 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 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.

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 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, social-emotional 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.

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 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 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.

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 Computer Science (MSCS)

MSCS 7000 - Program Design - 3 credits

This course introduces the fundamental principles and practices of software design and architecture. Students will learn how to apply the Universal Modeling Language (UML) to model a program. In addition, students will learn how to work with users to determine requirements that can be translated into an application. Students will learn how to use design patterns, principles, and architectures to create reusable and flexible software applications and systems. The course covers topics such as object-oriented design, software architecture, and visual notation for documenting design and architecture.

MSCS 7010 - Internship Experience - .25 - 2 credits

An internship is an important learning tool that provides students with “hands-on” experience working in a field placement. This internship experience will allow the student to apply what they have learned in the academic environment to a business world job in a related field of study.

In addition to learning about a particular industry and how it operates, the internship offers an opportunity for personal growth. Individual skill development and personal confidence should be essential goals for your experience.

MSCS 7050 - Data Structures and Algorithms - 3 credits

This course explores advanced topics in data structures and algorithms, building on foundational knowledge from undergraduate courses to explore complex and efficient solutions for real-world problems. Students learn advanced complex uses for data structures such as B-trees, Fibonacci heaps, lists, tables, trees, heaps, and graphs, as well as sophisticated algorithmic techniques like dynamic programming, greedy algorithms, and randomized algorithms. The course emphasizes both theoretical understanding and practical implementation, preparing students to design and analyze efficient algorithms for large-scale applications.

MSCS 7100 - Fundamentals of AI - 3 credits

This course introduces the core concepts, techniques, and applications of artificial intelligence (AI). It covers foundational topics such as search algorithms, knowledge representation, logic and reasoning, machine learning, and natural language processing. Students will learn how to apply AI methodologies to solve real-world problems throughout the course. The course culminates in a case study project, where students will analyze and apply AI techniques to problems like healthcare, finance, robotics, or software engineering.

MSCS 7150 - Software Project Management - 3 credits

This course provides an in-depth understanding of software project management principles and practices. It focuses on the application of project management techniques specifically tailored to software development projects. Students will learn how to plan, execute, and control software projects, ensuring they are completed on time, within budget, and to the required quality standards.

MSCS 7155 - Research Methodology - 3 credits

This course introduces research methodology, specifically tailored for computer science and related fields like AI, software development, and data science. It covers the principles of scientific research, literature review, experimental design, data collection, and analysis methods commonly used in computing research. Emphasis will be placed on developing skills necessary for academic writing, presenting research, and applying ethical standards. Through case studies and projects, students will explore how to structure and conduct research studies that address real-world challenges in computer science and software development.

MSCS 7200 - Computer Vision - 3 credits

This course covers foundational techniques and modern methods in 2D computer vision, with an emphasis on image processing, convolutional neural networks (CNNs), object detection, classification, and segmentation. Students will learn how to design, implement, and optimize computer vision systems using both classical techniques and deep learning models. Practical exercises will involve working with real-world datasets and applying computer vision to solve image-based problems in fields like medical imaging, security, and more.

MSCS 7210 - Natural Language Processing and Large Language Models - 3 credits

This course explores the field of Natural Language Processing (NLP) with a particular focus on modern techniques, including large language models (LLMs) such as transformers and their applications. Students will gain an understanding of foundational NLP concepts like text processing, language modeling, and sequence-to-sequence models, progressing to advanced topics such as transfer learning, fine-tuning pre-trained language models, and prompt engineering. Through hands-on exercises and a case study, students will apply NLP techniques to solve real-world problems in areas such as sentiment analysis, text summarization, chatbots, and machine translation.

MSCS 7220 - Human Centered AI Design - 3 credits

In this course, students will investigate new developments in the area of human-AI interaction (HAI). They will examine the unique interface design challenges presented by AI and how to design and develop AI-driven human-centered intelligent interaction technologies while critically assessing their social and ethical impact. Students will learn to read, interpret, and discuss crucial research papers and complete a research project to develop a holistic understanding of the human-AI interaction landscape, including its challenges, opportunities, and ethical considerations.

MSCS 7230 - Machine Learning - 3 credits

This course focuses on how machines can autonomously enhance their capabilities through experience. Some sample applications include facial recognition software, recommender systems, and autonomous robots. Students will explore both theoretical frameworks and practical algorithms from multiple viewpoints. The course covers theory and algorithms related to supervised learning (generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines), unsupervised learning (clustering, dimensionality reduction, kernel methods), learning theory, reinforcement learning, and adaptive control.

MSCS 7610 - Individual Project - 6 credits

Students will work with their faculty advisor to select a significant computer science application for this individual project. The application could be for an external client. Students will study the underlying problem domain and relevant technologies, design, implement, test the application, and present the project as a report, oral presentation and demonstration of the application. The advisor may decide to substitute a report with alternative project documentation and/or relevant user guides.

MSCS 7650 - Individual Thesis - 6 credits

The students will be involved in the planning, execution, and completion of a research-based thesis in computer science under the supervision of a faculty advisor. Students will identify a significant research problem, develop a proposal, and conduct in-depth research to address the problem using appropriate methodologies. The thesis process includes a literature review, hypothesis formulation, experimentation or analysis, and documentation of findings.

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.

Prerequisite: Admission into the AE-MSN program.

Corequisites: MSN 5010, MSN 5035.

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.

Prerequisite: Admission into the AE-MSN program.

Corequisites: MSN 5000, MSN 5035.

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, mechanisms of drug actions, side effects, their application to clinical practice, and relation to nursing care are incorporated throughout the course.

Prerequisites: MSN 5000, MSN 5010.

Corequisites: MSN 5030, MSN 5035.

MSN 5030 - Health Promotion Across the Lifespan - 3 credits

This course introduces the student to the principles and concepts of health promotion 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 are explored. Topics include determinants of health, sustainable healthy environments, cultural competence, and the nurse's role as advocate for health promotion. Leading health indicators and the national goals of reducing preventable disease and injury, disability, and premature death, while achieving health equity are discussed.

Prerequisites: MSN 5000, MSN 5010.

Corequisites: MSN 5020, MSN 5035.

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 rapport with patients and families during care experiences.

Prerequisite: Admission into the AE-MSN program.

Corequisites: MSN 5000, MSN 5010, MSN 5020, MSN 5030.

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.

Prerequisite: Completion of semester 1 of the AE-MSN program.

Corequisites: MSN 5050, MSN 5055.

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 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.

Prerequisite: Completion of semester 1 of the AE-MSN program.

Corequisites: MSN 5040, MSN 5055.

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.

Prerequisite: Completion of semester 1 of the AE-MSN program.

Corequisites: MSN 5040, MSN 5050, MSN 5070, MSN 5090.

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.

Prerequisite: Completion of semester 2 of the AE-MSN program and MSN 5080.

Corequisite: MSN 5085.

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.

Prerequisite: Completion of semester 1 of the AE-MSN program and MSN 5040, MSN 5050.

Corequisites: MSN 5055, MSN 5090.

MSN 5080 - Complex Care - 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. 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.

Prerequisite: Completion of semester 2 of the AE-MSN program.

Corequisite: MSN 5085.

MSN 5085 - Clinical: Acute-Chronic- Complex Care - 3 credits

This clinical course focuses on patients who present with acute illness, exacerbations of chronic conditions, comorbidities and complex health problems across varied clinical settings. This clinical experience integrates higher level knowledge and skill sets to support patients during unstable physiological and/or psychological states. This clinical utilizes simulation and acute-complex site care settings to manage critically ill patients requiring regenerative or restorative care.

Prerequisite: Completion of semester 2 of the AE-MSN program.

Corequisites: MSN 5060, MSN 5080.

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.

Prerequisite: Completion of semester 1 of the AE-MSN program and MSN 5040, MSN 5050.

Corequisites: MSN 5055, MSN 5070.

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.

Prerequisite: Completion of semester 3 of the AE-MSN program and MSN 6030, MSN 6450.

Corequisites: MSN 6050, MSN 6035.

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.

Prerequisite: Completion of semester 3 of the AE-MSN program.

Corequisites: MSN 6035, MSN 6450.

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.

Prerequisites: Completion of semester 3 of the AE-MSN program and MSN 6030, MSN 6450.

Corequisites: MSN 6020, MSN 6030, MSN 6035, MSN 6450.

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 situations, 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 evaluate how evidenced-based research is used to implement and evaluate outcomes. The course emphasizes research-based nursing practice in the effectiveness of population-based outcomes.

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.

Prerequisite: Completion of semester 3 of the AE-MSN program and MSN 6030, MSN 6450.

Corequisites: MSN 6020, MSN 6035.

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.

Prerequisite: Completion of semester 4 of the AE-MSN program.

Corequisites: MSN 6982, MSN 6985.

MSN 6070 - Transitions to the Advanced Generalist Nurse Role - 3 credits

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 horizontal 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 self-care, 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.

Prerequisite: Completion of semester 4 of the AE-MSN program and MSN 6060.

Corequisites: MSN 6982, MSN 6985.

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, vision, and creativity are discussed. Emphasis is placed on understanding and fostering professional growth of individual leadership abilities by creating an opportunity for students to assess and reflect upon their own approaches to leadership.

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 settings.

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, 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.

Prerequisite: Completion of semester 3 of the AE-MSN program.

Corequisites: MSN 6030, MSN 6035.

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.

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 6550 - Advanced Care and Clinical Reasoning: Integrating Concepts of Health Assessment, Pathophysiology and Pharmacology - 3 credits

This course prepares MSN students to build upon previous education and practice experience to further develop advanced nursing knowledge and skills related to pathophysiology, health assessment, and pharmacology. Content is tailored to provide a broad clinical perspective for the graduate-level nurse practicing in both direct- and indirect-care roles. Students will synthesize principles and analyze health issues across the lifespan, demonstrating clinical reasoning and diagnostic skills. Additionally, students will engage in practical applications of theoretical knowledge through complex case studies that integrate advanced clinical concepts.

MSN 6600 - Informatics and Health Information Management - 3 credits

This course uses classroom and online approaches for class 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 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 implementation, and evaluation of information technology systems in complex health systems initiatives are understood in the context of current workplace environments.

MSN 6650 - Healthcare Economics and Financial Management - 3 credits

This course prepares MSN students for nurse administration roles across the healthcare continuum. Competencies related to business skills and knowledge of the financial aspects of the healthcare environment are emphasized. Economic principles as the premise for decision making related to resource management, cost effectiveness, and quality outcomes are discussed. Topics including financial principles, strategic planning, and budgetary processes are explored, while considering the influence of ethics, policy, legal, and regulatory requirements.

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 introduced. Various teaching modalities are examined in a variety of settings that include classroom, clinical, online, laboratory, and simulation 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 the discipline of nursing and health care in general. 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.

Prerequisite: Completion of semester 4 of the AE-MSN program.

Corequisites: MSN 6060, MSN 6070, 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.

Prerequisite: Completion of semester 4 of the AE-MSN program.

Corequisites: MSN 6060, MSN 6070, MSN 6982.

MSN 7100 - Leading and Managing Population Health - 3 credits

This course provides MSN students with the opportunity to synthesize and integrate the advanced knowledge and skills acquired throughout their program, applying them to population health management. Through an epidemiological lens, students explore topics such as public and global health, health disparities, genomics, environmental health, and disaster management from an advanced nursing viewpoint. Principles of ethical leadership frame discussions regarding advocacy for at-risk populations. Additionally, the course emphasizes the nurse's role as a collaborator and leader within the interdisciplinary team, considering health strategies from a broad perspective.

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 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-IV-TR).

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 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.

SPE 6930 - Individual Transition Assessment and System Evaluation - 3 credits

This course introduces participants to a variety of approaches to assess student interest, strengths, preferences, and needs in order to provide appropriate, individualized, and meaningful transition services. Participants will be provided with the foundational background and opportunities to practice developing individualized transition assessments that will lead to appropriate and measurable postsecondary goals that address educational, employment, independent living needs, and social, communication and functional skills.

SPE 6940 - Developing Transition Systems and Supports - 3 credits

This course provides students with an overview of the components of the transition systems and supports involved in providing services to students in order to prepare them for life after high school. Included are those systems and supports that address the unique needs, strengths, interests, and preferences of a range of students with disabilities. The overarching goal of this course is to provide participants with a broad understanding of methods to develop evidence-based transition-specific materials and curricula that promote self-determination and self-advocacy.

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

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 STUDENTS
Full-Time Tuition	\$48,980	\$48,980
Standard Room Rate (multiple occupancy)		\$11,180
Standard Room Rate (single occupancy)		\$14,190
Suites Rate (multiple occupancy)		\$14,180
SCRH (multiple occupancy)		\$14,180
SCRH (single occupancy)		\$17,170
Bell Hall (multiple occupancy)		\$13,270
Bell Hall (single occupancy)		\$16,240
Food Plan Options Unlimited - Marketplace per week 14 meals per week		\$9,510 \$8,580
Comprehensive Fee – <i>full time students</i>	\$2,350	\$2,350
Comprehensive Fee – <i>students enrolled less than full-time</i>	\$570	\$570
Student Activity Fee	\$100	\$100
PAL Course 1190 and 1200 (if applicable)	\$8,980	\$8,980
PAL Course 1210 (if applicable)	\$8,770	\$8,770
PAL Course 1220 (if applicable)	\$4,730	\$4,730
Nursing Program Fee	\$1,000	\$1,000
SAIL Program Fee (if applicable)	\$9,710	\$9,710

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 review tuition costs, which vary by program on the curry.edu website.

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 2026-2027 year is \$4,040 for the full year and \$2,356 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](https://www.universityhealthplans.com/Curry).

Important Health Insurance Note for students enrolling in the summer 2026 semester:

Students continuing enrollment in the summer semester and who purchased health insurance through the College during fall 2026 or spring 2027 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](https://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.

Nursing Program Fee

The Nursing Program Fee is charged to all Traditional undergraduate day Nursing students in their sophomore, junior, and senior year. This fee covers lab and simulation fees, clinical fees, and testing costs across the program including NCLEX-RN predictor Exams and Test preparation costs.

Comprehensive Fee

The Comprehensive Fee allows the College to offer a variety of co-curricular, co-academic and support services to traditional students to enhance their academic and student life experiences while enrolled at Curry. This mandatory, semester-based fee is required of all students and cannot be waived.

Student Activity Fee

The Student Activity Fee provides funding for the Student Government Association (SGA) budget and the Student Entertainment and Events (SEE) budget for the year. This mandatory, semester-based fee is required of all students and cannot be waived.

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 \$1,633. The tuition charge for each credit of a total course load below 12 credits in any one semester is \$1,633. 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.

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 \$1,633. 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.

Curry Catalyst Program

Catalyst Program Fee	\$44,815
Housing	\$13,270
Meal Plan	\$9,510
Comprehensive Fee	\$2,305
Student Activity Fee	\$100
Total Tuition and Fees	\$70,000

Curry Compass Annual Program

Compass Program Fee	\$44,815
Housing*	\$13,270
Meal Plan	\$9,510
Comprehensive Fee	\$2,305
Student Activity Fee	\$100
Total Tuition and Fees	\$70,000

**Housing costs based on Double Occupancy in Alexander Graham Bell Hall. If other housing options are selected costs will be adjusted according to selection.*

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 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 of 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 address. Traditional Undergraduate Student 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. Continuing Education and Graduate Students are billed monthly. Each bill is due in full within 30 days of the billing date.

Students can view their current bill online by logging onto their myCurry account through the portal at

- 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/Parent Proxy

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 person's access.

1. Log in to MyCurry
2. Read and acknowledge the College FERPA statement upon your first login
3. Under "Quick Links" click on the link to the Student Self-Service page
4. Click on the purple Self Service link for "Authorized Proxy Management"
5. Complete the form for each person you wish to have access to your

information

After you submit the form, each person you authorized will receive an email with instructions on how to access their account.

If you have questions about the process, please contact the ITS Help Desk at 617-333-2911 or support@curry.edu.

Note: Students can change access rights at any time by returning to the Authorized Proxy Management” access link. Flywire payment portal access is managed separately and must be removed directly through Flywire if needed. To do this, log into your Flywire account, click on Manage Now next to Authorized users and Revoke Access next to the user name.

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 Accounts, 1071 Blue Hill Avenue, Milton, MA 02186 or email to studentaccounts@curry.edu. Contact us in writing as soon as possible to preserve your rights. We must hear from you in writing no later than 60 days from the time that we sent you the first bill on which the error or problem occurred. Please provide the following information in your letter:

1. Your name and student ID number
2. The dollar amount of the suspected error
3. Describe the error in as much detail as you can, explaining why you believe there is an error.

After we receive your written notice, we will acknowledge your letter within seven days. Within 14 days from the receipt of your letter, we will either correct the error, or explain our findings to you.

Pending Financial Aid Payments

Students must complete and return all additional documentation, verification, corrections and/or new information requested by Curry's Office of Student Financial Services or the outside agency to which an application was submitted. Financial aid awards will not be posted to a student's account if any paperwork is missing. If paperwork remains outstanding, the financial aid may be forfeited and the student will remain responsible to pay any amounts that would have been covered by the financial aid.

The College reserves the right to decline to register or to continue the registration of any student whose presence it regards as detrimental to the general welfare of the College.

Credit Balances and Refunds

If your cash payments and financial aid, including any disbursements of Federal Title IV funds such as Federal Pell Grants or Federal Direct Loans, create a credit balance on your student account, we will retain these credits on your student account to be used against the charges of future terms of enrollment within the same academic year, only if you complete a Credit Balance Authorization Form (CBA Form). Otherwise, a refund, payable to the student, will be either electronically transferred to your bank account* or a check will be mailed to your permanent address according to the timeframe established by the federal government. Note: checks are not available for pick-up and can take up to 14 days after your refund is processed to arrive.

*All students are urged to register with Nelnet, the College's electronic refund partner to provide you with faster access to your money. There is NO FEE for this service. To register for E-refunds:

- Log into your myCurry account.
- Click on Account Invoice, under the Finances tab (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)
- 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 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
- Click Bookstore Voucher request

TRADITIONAL UNDERGRADUATE REFUND SCHEDULE

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.

Curry Catalyst and Curry Compass Programs are included in the Traditional Undergraduate Refund Schedule.

SAIL program fees are non-refundable for enrolled students after check-in each semester.

SHOULD A STUDENT BE SUSPENDED FROM THE COLLEGE, THEY WILL NOT RECEIVE A REFUND AND WILL REMAIN RESPONSIBLE FOR THE FULL COST OF TUITION AND FEES FOR THE SEMESTER THEY WERE SUSPENDED.	
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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:

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:

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 REFUND SCHEDULE

GRADUATE STUDENTS			
Withdrawal during the First Week	90%		
Second Week	50%		
Third Week	50%		
Fourth Week	50%		
Fifth Week	50%		
Sixth Week	50%		
Seventh Week	50%		
Eighth Week	50%		
Thereafter	0%		

CONTINUING EDUCATION UNDERGRADUATE REFUND SCHEDULE

CONTINUING EDUCATION STUDENTS: SEMESTER COURSES			
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Withdrawal during the First Week	90%			
Second & Third Week	50%			
Fourth through Seventh Week	25%			
Thereafter	0%			
CONTINUING EDUCATION STUDENTS: TERM COURSES				
Withdrawal during the First Week	90%			
Second Week	50%			
Third Week	25%			
Thereafter	0%			

HOUSING POLICY AND ROOM & BOARD AGREEMENT

The Room and Board Agreement is binding for the entire academic year. Room and board charges do not fall under the tuition and fees refund schedule, but as follows:

Request to Terminate Room & Board Agreement Based upon Student's Withdrawal from College

If after signing the Room & Board Agreement a student decides to withdraw from the College, the student must notify the Office of Residence Life & Housing in writing. The College, in its sole discretion, can determine if the notice of withdrawal results in the termination of the Room & Board Agreement. If the College determines that a student's withdrawal from the College terminates the Room & Board Agreement, the student will be responsible to pay the following to the College:

TERMINATION FEE SCHEDULE

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.

DATE OF TERMINATION	AMOUNT OF TERMINATION FEE		
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End of Spring Term - Start of Classes		None
Start of Fall Classes - November 1		\$1,000
November 2 - Spring Recess		\$500
After Spring Recess		None
PRO-RATED ROOM & BOARD WHERE TERMINATION OF AGREEMENT OCCURS DURING THE FALL SEMESTER AND STUDENT IS A NEW OR TRANSFER STUDENT:		
DATE OF TERMINATION FALL SEMESTER	PERCENTAGE OF ROOM AND BOARD STUDENT IS RESPONSIBLE TO PAY	
First Week	10%	
Second Week	20%	
Third Week	20%	
Fourth Week	30%	
Fifth Week	40%	
Sixth Week	40%	
Seventh Week	50%	
Eighth Week	60%	
Ninth Week	60%	
After Ninth Week	100%	
PRO-RATED ROOM & BOARD CHARGES WHERE TERMINATION OF AGREEMENT OCCURS BEFORE THE FALL SEMESTER AND STUDENT IS A RETURNING STUDENT:		

FALL SEMESTER		
First Week	10%	
Second Week	50%	
Third Week	50%	
Fourth Week	75%	
Fifth Week	75%	
Sixth Week	75%	
Seventh Week	75%	
After Seventh Week	100%	
PRO-RATED ROOM & BOARD CHARGES WHERE TERMINATION OF AGREEMENT OCCURS DURING THE SPRING SEMESTER AND STUDENT IS A NEW OR TRANSFER STUDENT IN THE SPRING SEMESTER:		
DATE OF TERMINATION SPRING SEMESTER	PERCENTAGE OF ROOM AND BOARD STUDENT IS RESPONSIBLE TO PAY	
First Week	0%	
Second Week	20%	
Third Week	20%	
Fourth Week	30%	
Fifth Week	40%	
Sixth Week	40%	
Seventh Week	50%	
Eighth Week	60%	
Ninth Week	60%	
After Ninth Week	100%	
PRO-RATED ROOM & BOARD CHARGES WHERE TERMINATION OF AGREEMENT OCCURS UPON STUDENT'S WITHDRAWAL, DURING SPRING SEMESTER AND STUDENT IS A RETURNING STUDENT:		

DATE OF TERMINATION SPRING SEMESTER	PERCENTAGE OF ROOM AND BOARD STUDENT IS RESPONSIBLE TO PAY	
First Week	10%	
Second Week	50%	
Third Week	50%	
Fourth Week	75%	
Fifth Week	75%	
Sixth Week	75%	
Seventh Week	75%	
After Seventh Week	100%	
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

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 \$500 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 their financial aid after the 60% point, enrollment is reported to the National Clearinghouse on a monthly basis and may affect the grace period on your loans. The calculation will be done within thirty days of a student’s withdrawal from the College. You will be notified in writing of any adjustments to your financial aid. If the College is required to return any of the Title IV funds that a student received, it may result in an amount owed by the student to the College. Failure of the student to return funds to the federal financial aid programs in a timely manner may result in the student being ineligible to receive future financial aid.

Return of Commonwealth of Massachusetts Funds

Any student who withdraws from all classes or takes an approved leave of absence, but attended the institution for at least one day during the semester and received or was eligible to receive Commonwealth of Massachusetts’s funds is subject to a state withdrawal calculation.

FINANCIAL AID

Curry College recognizes the need on the part of some students for financial assistance to meet the cost of higher education. Each student applying for financial aid must file the Free Application for Federal Student Aid (FAFSA) specifying Curry College as a recipient (school code # 002143). The student is also required to provide Curry’s Student Financial Services Office with any other documents or information requested by the Student Financial Services Office. Please refer to the College’s website for a checklist of documents required.

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.
- 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).
- 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 Associate Degree Students (includes Traditional and Continuing Education Students), effective June 1, 2026

Whether enrolled on a full or part-time basis, all undergraduate Associate degree-seeking students (including Traditional and Continuing Education 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)

To retain financial aid eligibility, all undergraduate Associate Degree students (includes Traditional and Continuing Education students) must maintain a minimum cumulative grade point average of 2.0 regardless of the attempted number of credits. Note, the cumulative GPA will NOT be rounded.

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. *Special Note, Solely for Laboure College Transfer Students: Grades earned for courses taken at Laboure College and transferred into Curry College will count in the Curry College 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 the allowable maximum of credits (106 credits for ASN students). For example:

- A student who has attempted 10 credits should have successfully completed at least 7 of those credits.
- A student who has attempted 12 credits should have successfully completed at least 8 of those credits.
- A 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 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. For example, Students enrolled full-time and earning an Associate of Science in Nursing degree are allowed up to three and one-half years or 106 attempted credits of financial aid eligibility to earn the 71 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 credits, the student will no longer be eligible for financial aid. If at any point within the course of their program, it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews

All degree-seeking undergraduate Associate degree students (includes Traditional and Continuing Education students) 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 College.

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 Academic Notice and choose not to appeal prior to the completion of the next period of enrollment are still required to appeal for SAP if seeking aid for future semesters. Furthermore, that next period of enrollment following the annual SAP review automatically becomes the semester in which a student will be re-reviewed for SAP compliance.

Note: The summer semester is included as a period of enrollment.

Regaining Financial Aid Eligibility

Enrolling without Financial Aid

A student who is academically eligible to continue in their program may do so without financial assistance if they are able to settle their tuition account by using other financing options. A student may regain aid eligibility for future semesters by coming into compliance with the SAP requirements.

The Right to Appeal

Eligibility for financial assistance may be regained in some cases by appeal. If the appeal is approved by the College, a student is eligible to enroll and receive financial assistance either on a Financial Aid Probation Status or an Academic Education Plan for their next semester of enrollment. **A student may appeal no more than twice while attempting to earn a degree at the College.**

Appeal Process

A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Associate Vice President of Enrollment Management, Assistant Vice-President of Financial Aid, Associate Provost for Student Success and Retention, Registrar, Associate Director of Advising & Academic Success and Continuing Education and Graduate Studies advising staff 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. Appeals should be submitted on-line by using the appeal form located on the myCurry portal under the finances tab. *Please note: The Appeals Committee cannot review incomplete appeal forms.*

If you do not have access to the portal, please contact Student Financial Services at 617-333-2354 or finaid@curry.edu for instructions to submit an appeal.

Appeal Outcomes

The College will notify students in writing of the outcome of their Appeal by email to their Curry email address and by letter sent via US mail to their mailing and/or permanent address within two weeks after the Appeals Committee has reviewed the Appeal. All decisions of the Appeals Committee are final.

Financial Aid Probation

If a student's Appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Probation status. Probation status may be granted if the student's failure to maintain SAP was due to an extraordinary circumstance beyond the student's control. A student who is placed on Financial Aid Probation status will temporarily regain financial aid eligibility for one successive payment period only.

A student will then be reevaluated at the end of that one semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester, the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

For example: If a student is placed on Financial Aid 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.

Undergraduate Bachelor's Degree Students (includes Traditional and Continuing Education Students)

Whether enrolled on a full or part-time basis, all undergraduate Bachelor's 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 Bachelor's degree students (includes Traditional and Continuing Education students) must maintain a minimum cumulative grade point average based on the attempted number of credits:

ATTEMPTED CREDITS	MINIMUM CUMULATIVE GRADE POINT AVERAGE
0 to 18.99	1.5
19 to 59.99	1.8
60 or more	2.0

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

A student's cumulative GPA is based on graded credits only. Transfer courses, withdrawals, and incompletes are not included in a student's cumulative GPA. *Special Note, Solely for Laboure College Transfer Students: Grades earned for courses taken at Laboure College and transferred into Curry College will count in the Curry College GPA.*

Credits Attempted versus Credits Earned (Quantitative)

All students must complete at least 67% of the credits which they attempted. The 67% is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned and a maximum of 180 credits. For example:

- A student who has attempted 30 credits should have successfully completed at least 20 of those credits.
- Full-time students typically must earn at least 20 credits per year. In other words, the student should have earned 1/6 of the total number of credits required to complete the degree by the end of the first year, 2/6 or 40 credits by the end of the second year, etc.

Maximum Time Frame (Length of Study)

Students must complete all of their degree requirements within the maximum allowable time frame which cannot be longer than 150% of the published length of the program or the required number of credits of the student's degree program. Students enrolled full-time and earning a four-year degree are allowed up to six years or 180 attempted credits of financial aid eligibility to earn the 120 credits required for degree completion.

Regardless of whether a student is receiving financial aid during the time frame, semesters and credit hours are used toward the maximum time frame allowance. Once a student has exceeded the maximum time frame or 180 credits, the student will no longer be eligible for financial aid. If at any point within the course of their program, it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews

All degree-seeking undergraduate bachelor's degree students (includes Traditional and Continuing Education students) 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 Academic Notice and choose not to appeal prior to the completion of the next period of enrollment are still required to appeal for SAP if seeking aid for future semesters. Furthermore, that next period of enrollment following the annual SAP review automatically becomes the semester in which a student will be re-reviewed for SAP compliance.

Note: The summer semester is included as a period of enrollment.

Regaining Financial Aid Eligibility

Enrolling without Financial Aid

A student who is academically eligible to continue in their program may do so without financial assistance if they are able to settle their tuition account by using other financing options. A student may regain aid eligibility for future semesters by coming into compliance with the SAP requirements.

The Right to Appeal

Eligibility for financial assistance may be regained in some cases by appeal. If the appeal is approved by the College, a student is eligible to enroll and receive financial assistance either on a Financial Aid Probation Status or an Academic Education Plan for their next semester of enrollment. **A student may appeal no more than twice while attempting to earn a degree at the College.**

Appeal Process

A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Associate Vice President of Enrollment Management, Assistant Vice-President of Financial Aid, Associate Provost for Student Success and Retention, Registrar, Associate Director of Advising & Academic Success and Continuing Education and Graduate Studies advising staff 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. Appeals should be submitted on-line by using the appeal form located on the myCurry portal under the finances tab. *Please note: The Appeals Committee cannot review incomplete appeal forms.*

If you do not have access to the portal, please contact Student Financial Services at 617-333-2354 or finaid@curry.edu for instructions to submit an appeal.

Appeal Outcomes

The College will notify students in writing of the outcome of their Appeal by email to their Curry email address and by letter sent via US mail to their mailing and/or permanent address within two weeks after the Appeals Committee has reviewed the Appeal. All decisions of the Appeals Committee are final.

Financial Aid Probation

If a student's Appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Probation status. Probation status may be granted if the student's failure to maintain SAP was due to an extraordinary circumstance beyond the student's control. A student who is placed on Financial Aid Probation status will temporarily regain financial aid eligibility for one successive payment period only.

A student will then be reevaluated at the end of that one semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester, the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

For example: If a student is placed on Financial Aid Probation at the end of the Spring semester, and chooses to attend the upcoming Summer semester their SAP status will be evaluated upon completion of the Summer semester. If the student meets the SAP standards at the end of the Summer grading period, they will remain eligible for financial aid for the Fall. If the student does not make Satisfactory Academic Progress at the end of the Summer semester, they will become ineligible for financial aid until such a time as they return to Satisfactory Academic Progress.

Students who are on Financial Aid Probation, but who elect not to attend during the Summer semester will be eligible to receive financial aid for the Fall semester and will be evaluated at the end of the Fall semester. If a student meets the SAP standards at the end of the Fall grading period, they will continue to remain eligible for financial aid for the Spring semester. If a student does not meet the SAP standards at the end of the Fall semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

Academic Education Plans

As a result of a SAP Appeal review process, an Academic Education Plan may be developed with the student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance.

The initial review of a student's SAP under the Academic Education Plan will take place at the end of the first semester that a student is enrolled under the Plan and thereafter annually at the end of the Spring semester as long as the student continues to meet the terms of their Plan. Failure to meet the standards of their Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

Unapproved Appeals

The College will deny Appeals from students who would be unable to meet the SAP standards within the maximum time frame allotted for them to earn their degree.

Financial Aid Satisfactory Academic Progress for Graduate Students – Effective July 1, 2011

Whether enrolled on a full or part-time basis, all graduate students must maintain Satisfactory Academic Progress (SAP) to receive financial aid.

Curry College has adopted the following SAP standards in accordance with the U.S. Department of Education requirements. These SAP standards are for financial aid purposes only and do not replace or override the academic policies of the College. Eligibility to continue enrollment at the College can be found in the Academic Policies and Procedures of the annual Curry College Catalog and on the College website. All students are responsible for ensuring their adherence to SAP and all other academic standards.

Satisfactory academic progress for Graduate students includes three standards of measurement:

1. Cumulative Grade Point Average (qualitative) and Minimum Grade Per Course
2. Credits Earned (quantitative)
3. Maximum Time Frame (length of study)

Cumulative Grade Point Average (Qualitative)

In order to retain financial aid eligibility, all graduate students enrolled in a degree program must maintain a minimum cumulative grade point average of 3.0. If a student's GPA falls below 3.0, their financial aid eligibility will be reviewed.

Minimum Grade in Each Course

The minimum passing grade in each graduate course is a B-. If a student receives a grade of C+ or below in any course, this will result in a review of their financial aid eligibility.

Credits Attempted Versus Credits Earned (Quantitative)

All students must complete at least 67% of the credits, which they attempted. The 67% is based on a ratio of the cumulative number of credits a student has attempted versus the cumulative number of credits a student has earned.

Attempted credits are those credits for which a student is registered at the end of the College's official add/drop period. Therefore, attempted credits include all graded courses and transfer courses, courses from which a student has withdrawn after the drop/add period (W), and courses for which a student receives an incomplete (IN). For example, a student who has attempted 18 credits must successfully complete at least 12 of those credits.

For a part-time student, satisfactory academic progress will be evaluated at the end of each semester and the student will also be required to complete the same 67% of their credits to be considered to be making satisfactory progress and to be eligible for financial aid.

Maximum Time Frame (Length of Study)

Students must complete all of their degree requirements within the maximum allowable time frame which cannot exceed 150% of the published length or the required number of credits of the program.

For example: If the published length of a full-time master's program is two years and the number of credits earned for the degree is 36, the maximum time frame for completion is three years and the maximum credits attempted would be 54.

Regardless of whether a student is receiving financial aid during the time frame, all semesters and credit hours are used toward the maximum time frame. Once a student has exceeded the maximum time frame, the student will no longer be eligible for financial aid. If at any point within the course of their graduate program it becomes apparent that a student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Satisfactory Academic Progress Reviews

All degree-seeking graduate students will be evaluated for Satisfactory Academic Progress (SAP) at the end of the Spring semester as part of the College's regular annual review process for all three of the standards of measurement outlined in the SAP policy. Regular annual reviews will occur when all grades and credit hours have been officially recorded by the Registrar.

Students who do not meet one or more of the SAP standards will become ineligible to receive financial aid and will be notified of their ineligibility by the Student Financial Services Office. A student may appeal the loss of financial aid by following the procedures outlined in the Regaining Financial Aid Eligibility section.

Students who enroll in a semester following the annual SAP review and choose to appeal will be reviewed for adherence to the SAP standards at the end of that semester, regardless of when the appeal is received.

For example: Students who end the spring semester on Academic Notice and choose not to appeal prior to the completion of the next period of enrollment are still required to appeal for SAP if seeking aid for future semesters. Furthermore, that next period of enrollment following the annual SAP review automatically becomes the semester in which a student will be re-reviewed for SAP compliance.

Note: The summer semester is included as a period of enrollment.

Regaining Financial Aid Eligibility

Enrolling without Financial Aid

A student who is academically eligible to continue in their graduate program may do so without financial assistance if they are able to settle their tuition account by using other financing options. A student may regain financial aid eligibility for future semesters by coming into compliance with the SAP requirements.

The Right to Appeal

A student may attempt to regain financial aid eligibility by filing an Appeal if an extraordinary circumstance exists. If the Appeal is approved by the College, the student will be eligible to enroll and receive financial aid either on a Financial Aid Probation Status or on an Academic Education Plan for their next semester of enrollment. A graduate student may file an Appeal only once during their enrollment in a degree program at the College.

Appeal Process

A student may file an Appeal to the Appeals Committee in order to attempt to receive financial aid. The Appeals Committee consists of the Associate Vice President of Enrollment Management, Assistant Vice-President of Financial Aid, Registrar, Associate Director of Advising & Academic Success, Associate Vice-President of Student Success & Retention, a member of the Academic Dean's Office, and as applicable, a representative of the Continuing Education and Graduate Studies Office.

Please note: these appeals are separate from academic appeals.

Grounds for filing a financial aid appeal must be due to an extraordinary circumstance such as a documented serious medical condition or death of an immediate family member that interfered with a student's performance.

A student, themselves, must file the Appeal and explain in detail why they were unable to maintain Satisfactory Academic Progress, and to detail their plan for returning to Satisfactory Academic Progress status. All appropriate supporting documentation should be included with the Appeal. Completed Appeals may be scanned and e-mailed, faxed or sent by U.S. mail to the committee. Please note: Incomplete appeal forms cannot be reviewed by the Appeals Committee. Please submit the Appeal online via the MyCurry portal. If you have questions regarding the Appeal process, please contact the Student Success Coordinator at SAP@curry.edu.

Appeal Outcomes

The College will notify students in writing of the outcome of their Appeal within two weeks after the Appeals Committee has reviewed the Appeal. All decisions of the Appeals Committee are final.

Financial Aid Academic Notice

If a student's Appeal for financial aid eligibility is approved, the student may be placed on Financial Aid Academic Notice status. Academic Notice 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 Academic Notice status will temporarily regain financial aid eligibility for one successive payment period only. A student will then be re-evaluated at the end of that one semester of enrollment. If a student is unable to return to Satisfactory Academic Progress by the end of that semester, the student will become ineligible for future financial aid at the College until such a time as they return to SAP.

For example: If a student is placed on Academic Notice 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 Academic Notice but who elect not to attend during the Summer semester will be eligible to receive financial aid for the Fall semester and will be evaluated at the end of the Fall semester. If a student meets the SAP standards at the end of the Fall grading period, they will continue to remain eligible for financial aid for the Spring semester. If a student does not meet the SAP standards at the end of the Fall semester, they will become ineligible for financial aid until such time as they return to Satisfactory Academic Progress.

Academic Education Plans

As a result of a SAP Appeal review process, an Academic Education Plan may be developed with the student. An Academic Education Plan may be offered as an option to students who are not meeting the SAP standards but who have a strong likelihood of regaining SAP and successful program completion while continuing to receive financial assistance.

The initial review of a student's SAP under the Academic Education Plan will take place at the end of the first semester that a student is enrolled under the Plan and thereafter annually at the end of the Spring semester as long as the student continues to meet the terms of their Plan. Failure to meet the standards of their Academic Education Plan will result in financial aid ineligibility in subsequent semesters.

Unapproved Appeals

The College will deny Appeals from students who would be unable to meet the SAP standards within the maximum time frame allotted for them to earn their degree.

Financial Aid Course Repeat Policy

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

Effective July 1, 2011, U.S. Department of Education requirements state that a repeated course may count toward a student's enrollment status (full-time or part-time status) for financial aid eligibility under the following conditions:

- The course is repeatable for credit. Please see specific course descriptions for applicability.
- The student received a failing grade or withdrawal in the previous attempt and is re-taking the course to receive credit
- The student received a passing grade and is re-taking the course for the first time in order to achieve an academic standard set by the student's specific program (such as a minimum grade requirement in Nursing, Education, etc.) or to improve the GPA.

Repeated courses cannot count toward enrollment status for financial aid eligibility in the following case:

- The student has already taken and passed the course more than once and is repeating the course again. Please note: Students may not re-take a course more than one time without written permission of the faculty member and/or the student's advisor. If permission is granted, the repeated course will not count toward enrollment for financial aid purposes.

All repeated courses, regardless of whether they are eligible for financial aid, count toward the student's attempted credits for the purpose of determining satisfactory academic progress and progress toward degree completion within the maximum allotted timeline for financial aid eligibility.

Explanation of the Return of Title IV Student Aid Policy

The federal refund policy applies to any student who withdraws from all classes or takes an approved leave of absence 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 Registrar's Office 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 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	
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Established by Ted Baldwin, who excelled at Curry and graduated magna cum laude. Ted reached his full academic potential through the PAL program which helped him see his dyslexia as a challenge to his learning abilities and as an opportunity and not as a disability. In the spirit of helping others confronting their own learning abilities, this scholarship is awarded to a deserving student in the PAL program.

THE CARROLL NURSING SCHOLARSHIP
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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		
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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	
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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
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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		
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This scholarship was established to provide aid to worthy students in the PAL program seeking education beyond High School.

BENJAMIN GORDON SCHOLARSHIP	
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This scholarship was established by Mr. and Mrs. Alan G. Weiler of Scarsdale, New York, in honor of Mrs. Weiler's father, to aid deserving, intellectually gifted students of the Program for Advancement of Learning (PAL) who could not otherwise avail themselves of this unique opportunity.

EDWARD H. HASTINGS SCHOLARSHIP	
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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	
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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	
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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	
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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	
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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.

MAHONEY FAMILY SCHOLARSHIP	
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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	
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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	
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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	
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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	
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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.

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, degree-seeking students who demonstrate financial need as a result of filing the FAFSA. The total of Curry grants, scholarships and waiver funds cannot exceed tuition. Students must reapply for aid annually to determine eligibility. All grants are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

Curry Grant

Awarded to full-time, traditional undergraduate degree-seeking students on the basis of demonstrated financial need 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.

Alexander Graham Bell Awards

Alexander Graham Bell Awards are awarded to students who meet selection criteria and are renewable provided consecutive, continuous enrollment as a full-time, degree-seeking undergraduate student. Students must also maintain satisfactory academic progress as outlined in the Curry College Course Catalog.

Curry Spirit Awards

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 varied amounts, is offered 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 the student continues consecutive enrollment as a full-time degree seeking student residing in Curry's residence halls, maintain a minimum 2.0 grade point average. No additional application or FAFSA is required. *NOTE: Curry Resident Awards will be adjusted if the student moves out of a Curry residence hall prior to the end of the semester. The amount will be prorated based on the percent of room and board charges the student is held responsible for.*

Dean's Award

The Dean's Award , in amounts up to \$2,000, is offered 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 standing by meeting satisfactory progress standards as outlined in 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 need-based financial aid.

PAL Supplemental Award

The PAL Supplemental Award in the amount of \$2,000 is offered to select full-time, degree -seeking undergraduate students who we believe 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 need -based fund. Students who file the FAFSA may also qualify for need-based financial aid.

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 \$740 to a maximum of \$7,395 for the academic year 2026-2027 are also based on enrollment status. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester. Award amounts are ESTIMATES until final payment is approved by the federal government.

Federal Supplemental Educational Opportunity Grants (FSEOG)

A federally funded program for students, with calculated exceptional need and subject to the availability of funds. Priority is given to students who receive Federal Pell Grants. Award amounts depend on a student's need and the level of funding received by the College. Grants range from a minimum of \$100 to a maximum of \$4,000. Students are required to complete a FAFSA annually for consideration. Funds are credited to the student's tuition account approximately one week after the end of the add/drop period for the semester.

TEACH Grant Program

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Undergraduates may receive up to \$16,000 and graduate students up to \$8,000. Please note: These annual amounts are subject to federal budget sequestration and Congressional approval. Students enrolled less than full-time are eligible, but the maximum grant will be reduced. The grant is also available for post-baccalaureate teacher certification coursework.

If you fail to complete the four-year teaching obligation, you will have to repay the grant as a loan with interest calculated retroactively to the date when the grant was disbursed.

Student Eligibility and Application Requirements Each year, before a TEACH Grant can be disbursed, you must do the following:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- Meet the eligibility requirements for federal student aid. You must be a U.S. citizen or eligible non-citizen. For a listing of eligibility requirements, check the U.S. Department of Education's website at <http://www.fafsa.ed.gov/faq003htm>.

- Enroll in a program of study designated as TEACH Grant eligible. Eligible programs are those that prepare a student to teach in a high-need area.
- Meet one of the following academic achievement requirements:
 - Score above the 75th percentile on a college admissions test (e.g., SAT, ACT, GRE).
 - Graduate from high school with a cumulative GPA of at least 3.25 (on a 4.0 scale) to receive a grant as a freshman.
 - Earn a cumulative GPA of at least 3.25 (on a 4.0 scale) for your college coursework to receive a grant for each subsequent term.
- Complete TEACH Grant counseling by making an appointment with Student Financial Services.
- Sign a TEACH Grant “Agreement to Serve” located online at: <https://teach-ats.ed.gov/ats/index.action>. Respond to the U.S. Department of Education’s requests to confirm your continuing intention to meet the teaching obligation.

TEACH Grant Agreement to Serve and Promise to Pay

You must sign a TEACH Grant “Agreement to Serve” and “Promise to Pay” (service agreement) each year you receive a TEACH Grant. Both forms are available online on the Department of Education’s website. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and your acknowledgment that if you do not meet the teaching service requirements, you must repay the grant as a Federal Direct Unsubsidized Loan with interest accrued from the date the grant funds were first disbursed.

Teaching Obligation

To avoid repaying the TEACH Grant with interest you must be a Highly qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. You must complete the four years of teaching within eight years of finishing your TEACH grant funded program. You incur a four-year teaching obligation for each educational program for which you received TEACH Grant funds, although you may work off multiple four-year obligations simultaneously under certain circumstances. Specific definitions of these terms are included below.

Highly-Qualified Teacher

You must perform the teaching service as a highly-qualified teacher, which is defined by federal law at <http://www.ed.gov/policy/elsec/leg/esea02/pg107.html>.

Full-Time Teacher

You must meet the state’s definition of a full-time teacher and spend the majority (at least 51 percent) of your time teaching one of the high-need subject areas. Elementary teachers who teach many subjects would not be able to fulfill their service agreement.

High-Need Subject Areas:

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics

- Reading Specialist
- Science
- Special Education
- Other teacher shortage areas listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing at <http://www.ed.gov/about/offices/list/oep/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 paycheck 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.

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/applying-for-aid-and-forms> or send a signed, written request by mail, fax or email to Student Financial Services Office.

Each Stafford borrower is entitled to a six-month grace period which begins the day you graduate, withdraw** or become enrolled less than halftime. While the borrower is in a grace period, no payment is required. However, for loans made after July 1, 2012, interest will accrue during the grace period although no payment is required at this time.

****Note:** Official withdrawal is made with the Registrar's Office at the College. Additionally, you should visit the Student Financial Services Office to discuss your status change and how it impacts your student loans.

Federal Direct Subsidized Stafford Loans

A federally funded and administered loan awarded by the institution to students who demonstrate need, meet eligibility requirements and are enrolled at least halftime in a degree program. A Free Application for Student Aid (FAFSA) must be filed with the school. This loan is a federally subsidized loan, which means there are no interest charges while the student is enrolled.

First-time borrowers at the College must complete Entrance Counseling and sign a Master Promissory Note (MPN) before funds can be disbursed. Loan funds come directly from the federal government and are paid by crediting the student's tuition account. For first-time enrolled students, the amount of the loan awarded will be credited to the student's Curry College tuition account approximately 30 days after the start of the semester. For all other students, loan funds will be credited to the tuition account no earlier than ten days prior to the start of the semester.

Award amounts (per Academic year):

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.
- 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) Dependent Student Independent Student	up to \$5,500 up to \$9,500	
Sophomores (30-59.5 credits) Dependent Student Independent Student	up to \$6,500 up to \$10,500	
Juniors & Seniors (60-120 credits) Dependent Student Independent Student	up to \$7,500 up to \$12,500	
Graduate Students	up to \$20,500 Unsubsidized only	

Terms:

- Interest and principal may be deferred until student ceases to be enrolled
- Interest accrues during in-school grace and deferment periods
- For new loans as of July 1, 2014, interest rates are determined each spring for the upcoming year for new loans but are fixed for the life of the loan.
- Undergraduate, Subsidized and Unsubsidized Direct Loans: 6.53%, Graduate Unsubsidized Direct Loans: 8.08%
- 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.

- 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 six-month grace period which begins the day you graduate, withdraw or become enrolled less than halftime. While the borrower is in a grace period, no payment is made.

Loan Consolidation

If you have borrowed multiple federal student loans from different lenders, you might be eligible to consolidate them into a single loan. Note: you cannot consolidate private education loans with your federal loans. Consolidation allows you to combine multiple loans into one new loan. This process may assist you in reducing your monthly loan payment. Your new consolidated loan bears a fixed interest rate based on the weighted average of your loans interest rates at the time you consolidate and rounded up to the nearest one-eighth of a percent. The consolidated loan interest rate will not exceed 8.25%. There are no fees to consolidate. For additional information about Loan Consolidation visit <http://studentaid.ed.gov/PORTALSWebApp/students/english/consolidation.jsp?tab=repaying>

STATE PROGRAMS

State grants are based on financial need and may be offered to eligible students from their state of legal residence. Students should complete the FAFSA and follow any additional application requirements from their home state. Students should also be aware of any deadlines that are imposed by their home state. 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 degree-seeking students in their first bachelor's program. Awards range from \$500 – \$2,800 as set by the Commonwealth. No separate application is necessary.

MASS PART-TIME GRANTS

These grants are awarded by the College based on a limited allocation of funds received from the Commonwealth. Awards are made to students based on exceptional financial need as determined from filing the FAFSA and availability of funds to undergraduate Massachusetts residents enrolled at least half-time but no more than three-quarter time for the semester in a degree program seeking their first bachelor's degree. Awards are set by the Commonwealth.

MASSACHUSETTS GILBERT GRANT

Gilbert Grants are funded by the Commonwealth of Massachusetts and are awarded by Curry College to eligible Massachusetts residents enrolled full-time in a degree program seeking their first bachelor's degree 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.

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 School Certifying Official located in Curry's Registrar's Office to have your eligibility for this program certified. The Yellow Ribbon Program is comprised of a Curry College Yellow Ribbon Grant and a federal Yellow Ribbon Match Award. You will need to complete an Enrollment Verification Form available in the Student Financial Services Office indicating your intended enrollment plans for the academic year for which you are seeking funds. Funding levels are very limited and available on a first come basis. Funds will be credited to the student's tuition account once the federal match component is received for the semester. Students must maintain eligibility and renewal criteria as outlined by the Veterans Administration.

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.

Semester bills can be divided into 5-month payments for the fall and spring semester for Traditional Undergraduate Student programs. There is a \$40 non-refundable application fee per semester. To establish the payment plan, create your account and login to curry.myflywire.com.

- Traditional Undergraduate payment plans are offered for the fall and spring semesters only.
- Automatic payment is required to enroll in the plan and will be debited on the 15th of each month.
- Enrollment opens mid-July for the fall semester, mid-November for spring.
- Deadline to enroll in the 5 pay plan and have your account in Good Financial Standing by the semester start
 - Fall Semester - July 15
 - Spring Semester - December 15
- To qualify, there must be no previous semester balance due and no history of default on prior tuition payment plans.
- Each payment plan installment is an equal payment of the amount you create plan for.
- Separate plans can be created by different Authorized payors for a student.
- A new payment plan enrollment must be made each semester you wish to take advantage of the plan.

Semester bills can be divided into 4-monthly payments for Graduate and Continuing Education programs. There is a \$40 non-refundable application fee per semester. To establish the payment plan, create your account and login to curry.myflywire.com.

- Graduate and Continuing Education payment plans are offered for the fall, spring, and summer semesters.
- Automatic payment is required to enroll in the plan and will be debited on the 15th of each month.
- Enrollment opens mid-July for the fall semester, mid-November for spring, and mid-March for summer.
- Deadline to enroll in the 4-pay plan and have your account in Good Financial Standing by the semester start
 - Fall Semester - August 15
 - Spring Semester - December 15
 - Summer Semester - April 15
- To qualify, there must be no previous semester balance due and no history of default on prior tuition payment plans.
- Each payment plan installment is an equal payment of the amount you create plan for.
- Separate plans can be created by different Authorized payors for a student.
- A new payment plan enrollment must be made each semester you wish to take advantage of the plan.

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/tuition-and-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 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) 727-7785 Website: http://www.mass.edu/		
If you have complaints against a post-secondary institution contact the state department of higher education for help with resolving the complaint.		
U.S. DEPARTMENT OF EDUCATION - FSA OMBUDSMAN GROUP		
Office of Federal Student Aid P.O. Box 1854 Monticello, KY 42633 Phone: 800-433-3243		
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.		

studentaid.gov/feedback-center

Federal Loan Servicing and Loan Repayment information

https://www.nsls.ed.gov/nsls/nsls_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		
135 Santilli Highway Everett, MA 02149 Phone: (617) 391-6070 Fax: (617) 391-6085 http://www.mass.edu/osfa/students/forstudents.asp		
OSFA is primarily responsible for the management and oversight of all state funded financial aid programs and advises the Board of Higher Education about financial aid policy matters of concern to the Commonwealth of Massachusetts.		

Curry College is pleased to admit those students who have the necessary preparation and background to meet the requirements of the College. No student shall be denied admission on the ground of race, religion, national origin, sexual orientation, age, or sex, provided he or she has the necessary preparation and background.

First-year students are selected on the basis of a combination of the following criteria: secondary school record, personal essay, standardized test scores on the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT of the American College Testing Program, recommendation from the secondary school, and the college readiness of the candidate.

International students are encouraged to apply. They must complete the same requirements as all other applicants to the College. For those students whose native language is not English, results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) must be sent in addition to other required materials. All international students must also submit a notarized Declaration of Financial Support in U.S. dollars. While Curry College offers merit scholarships, it is unable to offer financial aid to international students.

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.

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. Family sessions are also offered during Orientation.

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 and interconnected community. Living in a residence hall is a privilege. To be eligible to live in the residence halls, students must read and understand the rules applicable to residence life on campus and conduct themselves

in a responsible manner consistent with Curry's rules and expectations for students. This responsibility includes interacting with and treating peers in a respectful and responsible manner while taking accountability for their own actions.

Residence halls offer experiences for 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 offers the opportunity for students to build lasting friendships. Curry College offers a variety of residence hall options that support our department's mission to both challenge and support personal growth.

Full-time (minimum of 12 credit hours per term) undergraduate students and students enrolled in a participating 5th year program are eligible for campus housing. Resident students who remain enrolled at the College but drop below full-time status may petition the Director of Residence Life & Housing to remain in housing. If the petition is approved, the resident remains responsible for the terms and conditions of the housing agreement. The College may administratively move students as necessary in the residence halls. Inability to adhere to the College's published policies may impact a student's housing eligibility.

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, the Learning Commons, 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 a meal plan or a pay-by-meal basis. The College offers the Colonel Cash program which allows you to add funds to your Curry ID. Commuter students receive a discounted rate at the Dining Marketplace when purchasing their meal with Colonel Cash.

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

Office of Student Engagement

The Office of Student Engagement (OSE) works with student-run clubs and organizations, provides leadership development and opportunities, coordinates orientation and Welcome Weekend for first-year Curry students, and works collaboratively with the Division of Student Affairs and the Curry community to enhance student engagement opportunities.

The OSE 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 well-rounded individuals. Students at Curry are encouraged to participate

in the co-curricular life of the College. The OSE staff will provide assistance in helping to form new clubs as new interests develop. The OSE also coordinates and 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 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 students to the administration, faculty, and staff. Consisting of an Executive Board, and representatives from each class, meetings are held weekly on Wednesdays and are open to all members of the Curry community.

Athletics

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

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

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

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

Curry is a Division III member of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC). Curry also fields teams in 15 sports in The Commonwealth Coast Conference (CCC), which includes 9 New England Division III institutions.

The College fields varsity teams for men in baseball, basketball, cross-country, football, ice hockey, lacrosse, soccer, tennis, track and field, and volleyball. Varsity sports for women include basketball, cross-country, ice hockey, lacrosse, soccer, softball, tennis, track and field, 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, ping pong, spikeball, 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 the Office of Diversity & Inclusion, the Office of Student Engagement, Student Government, the mailroom/ copy center, bookstore, chapel, game room, Esports Lounge, 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 Fitness Center, located on the second floor of the Student Center, provides students the opportunity to participate in safe and effective fitness programs regardless of fitness level or experience. The Fitness Center has interactive cardiovascular exercise equipment, Matrix strength equipment, and free weights. Membership to the Fitness Center is open to all full-time on campus students. The Fitness Center offers 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 Yoga, Spin, Pilates 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 walk-in 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, Golf, and Karate. 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 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, forty-three 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) 333-2222.

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 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.

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Ed.M., Harvard University

Ph.D., University of Illinois at Urbana-Champaign

STEVEN LeMAY (2021)

Associate Professor, Natural Science & Math

B.S.Ed., Central Connecticut State University

M.A., Central Connecticut State University

Ph.D., University of Connecticut

ANN-MARIE LEONARD-ZABEL (2002)

Professor, Psychology

B.A., University of Massachusetts Boston

M.Ed., Bridgewater State College

Ed.D., Nova Southeastern University

AMY LESHINSKY (2023)

Assistant Professor, Education

B.A., University of Delaware

M.A., Tufts University

M.A., Boston College

Ed.D., Northeastern University

KAREN S. LISCHINSKY (1999)

Professor, Sociology & Criminal Justice

A.B., Suffolk University

M.S.W., Boston University

Ph.D., Northeastern University

COLE LOWMAN (2026)

B.A., Seattle University

M.A., Southern Connecticut State University

Ph.D., University of Buffalo

ROBERT C. MacDOUGALL (2007)

Professor, Communication

B.A., M.A., D.A., University at Albany, New York

GERTA MALLEI (2021)

Assistant Professor, Nursing

B.S., M.S.N., Curry College

D.N.P., Aspen University

WILLIAM MAR (2026)

Assistant Professor, Nursing

Ph.D., University of Massachusetts Chan Medical School

M.S.N., Framingham State University

B.S.N., University of Massachusetts Boston

B.S., Boston University

A.S.N., Massachusetts Bay Community College

BRIAN MASSEY (2025)

Associate Professor, Psychology

B.A., Eastern Nazarene College

M.A., Ph.D., Adelphi University

NANCY McDONALD (2026)

Assistant Professor, Nursing

Diploma, New England Baptist Hospital

A.S., Massasoit Community College

B.S.N., Emmanuel College

M.S.N., Framingham State University

MICHELLE McMAHON (2007)

Professor, Nursing

B.S.N., M.S.N., Salem State College

Ph.D., University of Massachusetts, Dartmouth

JENNIFER MCNALLY (2012)

Professor, Natural Sciences & Mathematics

B.A., Wheelock College

M.S., Montana State University

Ed.D., Montana State University

JACQUELINE MURPHY (2022)

Associate Professor, Public Health

B.A., M.P.H., Boston University

D.P.H., University of Colorado

WILLIAM NANCARROW (2001)

Professor, History

B.M., Berklee College of Music

M.A., Northeastern University

Ph.D., Boston College

EMILY NOWICKI (2017)

Professor, Natural Sciences & Mathematics

B.S., College of New Jersey

Ph.D., University of Texas

REBECCA OLIVIERI (2026)

Assistant Professor, Exercise Science

B.A., Wheaton College

D.P.T., University of Massachusetts Lowell

SANDRA GEORGE O'NEIL (2000)

Professor, Sociology & Criminal Justice

B.S., Georgetown University

M.A., Ph.D., Boston College

NICOLE PARSONS (2019)

Associate Professor, PAL

B.S., Suffolk University

M.S.E., Salem State University

Ed.D., Endicott College

JANIS L. PETERS (1997)

Professor, PAL

B.A., University of Massachusetts Amherst

M.Ed., Tufts University

Ph.D., Walden University

DEBRA A. PETRIZZO (2017)

Professor, Management

B.A., M.A., Chadron State College

D.B.A., Argosy University

KARA PHILLIPS (2026)

Assistant Professor, Exercise Science

B.A., Willamette University

M.S., University of South Florida

Ph.D., University of Northern Colorado

JENNIFER PIMENTAL (2026)

B.S.N., Fitchburg State University

M.S.N., Sacred Heart University

BARBARA PINCHERA (2006)

Professor, Nursing

B.S., Curry College

M.S., Boston College

DNP, Regis College

ROBERT POLEWAN (2019)

Professor, Psychology

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)

Professor, Writing

B.A., Hampshire College

M.A., Ph.D., University of Minnesota

Sabbatical: Fall 2026

MASHUK RAHMAN (2025)

Assistant Professor, Finance

B.S., Bentley University

Ph.D., University of New Orleans

NAKENNIA REDDRICK (2026)

Assistant Professor, PAL

B.S., Newbury College

M.S., Ed.D., Northeastern University

BARBARA REUSS (2026)

Assistant Professor, Nursing

A.S.N., Massasoit Community College

B.S., Colorado Tech University

M.S.N., University of Phoenix

ALAN REVERING (2003)

Associate Professor, General Education

B.A., St. John's University

M.Div., M.A., Catholic Theological Union

Th.D., Harvard Divinity School

JAMES RIZZI (2026)

Assistant Professor, Writing Program

B.A., Marist College

M.A., Southern Connecticut State University

Ph.D., Tufts University

COREEN SALMON (2026)

Associate Professor, Nursing

A.S., Bunker Hill Community College

B.A., B.S.N., University of Massachusetts Boston
M.S.N., Walden University
D.N.P., Regis College

SHAWN SCOTT (2022)
Associate Professor, Business
B.S., M.B.A., Bryant University
Ph.D., University of Rhode Island

JULIA SLOAN (2015)
Professor, General Education
B.A., Tulane University
M.A., University of Charleston and The Citadel
Ph.D., The University of Houston

ROBERT SMID (2006)
Professor, Philosophy
B.A., Wheaton College
S.T.M., Ph.D., Boston University

ADAM M. STEARN (2015)
Professor, Sociology & Criminal Justice
B.A., University of Massachusetts, Boston
M.S., Ph.D., Northeastern University
Sabbatical: Fall 2026

ISHANI TEWARI (2016)
Professor, Business Administration
B.Sc., Massachusetts Institute of Technology
M.A., Ph.D., Brown University

RYAN THEROUX (2013)
Professor, General Education
B.A., Rhode Island College
M.S., University of Rhode Island
Ph.D., University of Nevada

MARIE TURNER (1994)
Professor, Natural Sciences & Mathematics
B.S., University of Massachusetts Boston
Ph.D., Boston College

EVELYN O. UGWU-GEORGE (2006)
Professor, Levin Library
B. A., University of Nigeria

M.Ed., University of Oregon
MLIS, University of Rhode Island
Graduate Certificate, University of Massachusetts Boston

ELIZABETH WADE (2017)

Professor, Natural Sciences & Mathematics
B.S., Brandeis University
M.A., Harvard University
Ph.D., University of Connecticut

STEPHANIE WALKER (2016)

Professor, Natural Sciences & Mathematics
B.A., Wells College
Ph.D., Cornell University

JULIANNE WALSH (2017)

Associate Professor, Nursing
B.S.N., Salve Regina College
M.S.N., Curry College
Ph.D., University of Massachusetts Dartmouth

TRACY WANG (2002)

Professor, Natural Sciences & Mathematics
B.S., Beijing Normal University
M.S., Ph.D., University of Connecticut
Leave: 2026-2027 Academic Year

MELISSA WEINSTEIN (2016)

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B.A., M.P.H., University of Massachusetts Amherst
Ph.D., Indiana University Bloomington

ERIC B. WEISER (2001)

Professor, Psychology
B.S., University of Iowa
Ph.D., Texas Tech University

NATALIE WEST (2020)

Associate Professor, Management
B.A., Simmons College
M.S., Northeastern University
On Leave: Fall 2025

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

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

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

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Natural Sciences & Mathematics

B.S., M.S., Rensselaer Polytechnic Institute

BENJAMIN CHICKA (2018)

General Education

B.A., Texas Tech University

M.T.S., Boston University

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Natural Sciences & Mathematics

B.A., Boston College

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B.S.N., Saint Anselm College

M.S.N., Salem State College

Ph.D., University of Massachusetts, Boston

Ph.D., Capella University

JEFFREY E. DIUGLIO (1984)

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B.A., Dickinson College

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M.Ed., Boston University

M.Ed., Curry College

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MICHAEL P. FOSTER (1995)

General Education

B.A., Lake Forest College

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PATRICK FRAINE (2009)

Education

B.S., University of Massachusetts

M.Ed., Salem State College

C.A.G.S., Ed.D., Regent University

ANDREA GABRIEL-JABBOUR (2018)

PAL

B.S., College of the Holy Cross

M.Ed., Lesley University

Leave: Fall 2026

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Business Administration

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B.A., Tufts University

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B.S.N., University of Rhode Island

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B.A. MA, Murray State University

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B.A., Curry College

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Ph.D., Lesley University

KAREN HUSSAR (2014)

Psychology

B.A., William Smith College

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M.Ed., Ph.D., Harvard University

JESSICA KREISER (2017)

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JAMES J. MATTE (1996)

Communication

B.A., Fordham College

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PHILIP McCUE (1995)

Sociology & Criminal Justice

B.A., Stonehill College

J.D., Suffolk University Law School

CHRISTOPHER J. McCUSKER (1995)

Business & Computer Science

B.F.A., Seton Hall University

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B.S., Curry College

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Psychology

A.L.B., Harvard University

M.L.A., M.Phil., University of Pennsylvania

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Communication

B.A., Juniata College

M.A., Emerson College

FRED O'SULLIVAN (2008)

PAL

B.A., Bridgewater State College

M.A., University of Massachusetts Boston

M.A., Fitchburg State College

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Natural Sciences & Mathematics

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Emeritus

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M.Ed., Lesley University

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B.S., Boston University

M.S., University of Massachusetts Lowell

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Professor, Philosophy and Religion

B.A., American International College

LL.B., M.A., University of Connecticut

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Deceased

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Assistant Professor, PAL

B.A., Boston College

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B.A., M.Ed., Curry College

M.Ed., Cambridge College

Ed.D., The Fielding Institute

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Professor, PAL

M.A., Northeastern Illinois University

B.A., M.Ed., Ph.D., Syracuse University

WILLIAM BOYLE, JR. (1978)

President Emeritus

A.B., Colgate University

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LL.D. (Hon.); L.H.D. (Hon.); Litt. D. (Hon.)

Deceased

EDWARD S. BRADFORD III (1985)

Associate Professor, General Education

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M.S., Johns Hopkins University

LINDA M. CALDWELL (1983)

Professor, Nursing

B.S.N., Northeastern University

M.S., Boston College

D.N.Sc., Boston University

C.A.G.S., MGH/Institute of Health Professions

DALE CARBERRY (2000)

Education

B.A., Curry College

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Professor, Politics and History

B.A., Illinois Wesleyan University

M.A., Illinois State University

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B.S.N., D'Youville College

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JEANNETTE DEJONG (1988)

Foreign Languages & Literatures

B.A., M.A., Emmanuel College

Curry College

JOHN DiCICCO (1999)

Business Administration

A.S., Fisher College

B.S., M.S., Lesley College

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GEORGE J. FOURNIER (1994)

Psychology

B.A., M.A., Ph.D., Boston University

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Professor, Communication

B.A., California State University at Northridge

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C.A.G.S., University of Massachusetts Lowell

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GAIL GRAMMATICA (2003)

Nursing

B.S., Roberts Wesleyan College

M.S., University of Rochester

DONALD B. GRATZ (2003)

Professor, Education

B.A., Wesleyan University

Curry College

M.Ed., Harvard University

Ph.D., Boston College

Deceased

PETER C. HAINER (1976)

Professor, Sociology & Criminal Justice

A.B., Brown University

M.A., Ph.D., Brandeis University

LARRY HARTENIAN (1998)

Professor, Politics and History

B.A., University of Wisconsin at Madison

Ph.D., Rutgers University

JOHN E. HILL (1969)

Professor, Politics and History

B.A., Eastern Baptist College

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GERALD D. HILYARD (1968)

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B.A., Eastern Nazarene College

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Deceased

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Professor, Physics

B.S., Queens College of the City University of New York

M.S., University of Illinois

Sc.D., Massachusetts Institute of Technology

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B.S., Fitchburg State College

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ALLAN HUNTER (1986)

Professor, English

B.A., M.A., D.Phil., Oxford University

EDWARD JACOUBS (1996)

Sociology & Criminal Justice

B.S., Stonehill College

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Professor, Nursing

B.S.N., Boston College

M.S.N., University of Pennsylvania

Ph.D., University of Massachusetts Lowell

PATRICIA KEAN (1995)

Professor, PAL

B.S., State University of New York at Buffalo

M.Ed., Curry College

Ed.D., Walden University

JUDITH KIRWAN KELLEY (1996)

Professor, Sociology & Criminal Justice

B.S., Boston State College

R.N., Newton Wellesley Hospital School of Nursing

M.Ed., Bridgewater State College

M.P.H., Boston University

A.M., Ph.D., Brown University

JUDITH E. KENNEDY (1974)

Associate Professor, Education

B.S., Framingham State College

M.Ed., Boston State College

DOUGLAS T. KOCH (1982)

Fine and Applied Arts

B.A., University of Washington

M.Div., Harvard Divinity School

M.Mus. New England Conservatory

ROBERTA KOSBERG (1990)

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M.A., Ph.D., Pennsylvania State University

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B.S., M.S., Boston College

D.N.Sc., Boston University

M.P.H., Harvard University

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Professor, Nursing

B.S.N., Boston College

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M.B.A., New York University
Ph.D., University of Massachusetts Boston

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Professor, Sociology & Criminal Justice
B.A., University of Michigan
M.A., State University of New York at Buffalo

MILA LEVINE (2004)
Applied Technology
B.A., Odessa State Music College
M.B.A., Northeastern University
Ph.D., Nova Southeastern University

WILLIAM E. LITTLEFIELD, JR. (1976)
Professor, English and Writer in Residence
A.B., Yale University
Ed.M., Harvard University

MARVIN L. MANDELL (1969)
Professor, English
B.A., University of Rochester
M.A., Columbia University
Ph.D., University of Iowa
Deceased

BETTE MANTER (2003)
Associate Professor, Philosophy and Religion
B.S., Mount Holyoke College
M.T.S., Th.D., Harvard Divinity School

THERESA MAYORS (1994)
Sociology & Criminal Justice
B.A., University of California at San Diego
M.A., Northeastern University

JAMES MEEHAN (1996)
Professor, Sociology & Criminal Justice
B.A., City College of New York
M.A., Ph.D., Boston College

DAVID MILLER (1992)
Professor Levin Library
B.A., University of Massachusetts Amherst
M.A., Emerson College
M.S., Simmons College

RITA MOERSCHEL (2000)

Fine and Applied Arts

B.A., University of Minnesota

M.Ed., Curry College

LESLIE MURAY (2000)

Professor, Philosophy and Religion

B.A., Whittier College

M.R., School of Theology at Claremont

Ph.D., The Claremont Graduate School

Deceased

MAUREEN MURPHY (2003)

Professor, Nursing

B.S.N., University of Massachusetts Boston

M.Ed., Curry College

M.S.N., Case Western Reserve University

Ph.D., University of Massachusetts Lowell

PATRICIA MYTKOWICZ (1994)

Professor, PAL

B.A., Emmanuel College

M.Ed., Bridgewater State College

Ed.D., University of Sarasota

ELINOR M. NUGENT (1990)

Professor, Nursing

B.S.N., University of Massachusetts Boston

M.S.N., Salem State College

Ph.D., University of Colorado

KATHLEEN O'DONNELL (2002)

Politics and History

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M.P.A., Harvard University

MAUREEN O'SHEA (2003)

Associate Professor, Nursing

B.S., Fitchburg State College

M.S., Simmons College

D.N.P., Regis College

W. RUSSELL PREGEANT (1972)

Professor, Philosophy and Religion

B.A., Southeastern Louisiana University

Curry College

B.D., Southern Methodist University
S.T.M., Yale University
Ph.D., Vanderbilt University

FRANCES REINO (2002)

Levin Library
B.A., Suffolk University
M.S., Simmons College

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Associate Professor, Levin Library
B.A., Newton College
M.L.S., Simmons College

MARY RYAN (1982)

Professor, Levin Library
B.S., Bridgewater State College
M.L.S., Simmons College

JAMES G. SALVUCCI (1965)

Professor, Business Management
B.A., Curry College
M.Ed., Boston State College

JANICE R. SALVUCCI (1981)

Professor, Fine and Applied Arts
B.S., State University of New York at Potsdam
M. Mus. Ed., C.A.G.S., Indiana University

MICHAEL SAMPSON (2002)

Sociology & Criminal Justice
B.S., Westfield State College
M.A.C.J., Curry College

MARLENE SAMUELSON (1982)

Professor, Natural Sciences & Mathematics
B.A., State University of New York at Buffalo
Ph.D., Case Western Reserve University

DAVID SZCZERBACKI (2014)

Provost Emeritus
B.A., M.A., Gannon University
Ph.D., State University of New York at Buffalo

MAGUEYE SECK (1995)

Professor, Sociology
B.A., M.A., University of Massachusetts Boston
Ph.D., Brandeis University

JOANNE RUANE SELTZER (2006)

Professor, Education

B.S., M.Ed., Ed.D., Boston University

ALBERT SHERRING (1963)

Professor, Sociology & Criminal Justice

B.S., M.A., Allahabad University

M.A., Boston University

Deceased

BARBARA SHOLES (1982)

Fine and Applied Arts

B.A., Curry College

Boston University Trained in dance under Todd Ballander, Nanette de Valois, and George Balanchine

ERNEST SILVER (1985)

Professor, Business Administration

B.S., Northeastern University

M.B.A., Babson College

Deceased

SHARON SINNOTT (2003)

Communication

B.A., Bryant College

M.A., Emerson College

RUTH N. SPILLBERG (1984)

Communication

B.S., M.A., Syracuse University

M.Ed., Curry College

BRUCE D. STEINBERG (1974)

Professor, Psychology

B.S., City College of the City University of New York

M.S., Ph.D., Tufts University

ELIZABETH STRASSER (1971)

Professor, Fine and Applied Arts

B.A., University of New Hampshire

M.F.A., University of Massachusetts Amherst

MARY ELLEN SULLIVAN (1977)

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B.S., Boston College

M.S., Boston University

M.Ed., Curry College

Deceased

LINDA TENOFSKY (1991)

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B.S., Boston College

M.S., Boston University

Ph.D., Boston College

C.A.G.S., MGH Institute of Health Professions

CHUCK TOWLE

Natural Science & Mathematics

A.B., Bowdoin College

M.S., Middlebury College

Ph.D. University of New Hampshire

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B.S., Ph.D., Boston College

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Professor, Natural Sciences & Mathematics

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Ph.D. City College of the City University of New York

Deceased

CAROL A. WADELL (1971)

Associate Professor, Education

B.S., M.Ed., Boston University

RONALD H. WARNERS (1974)

Professor, Fine and Applied Arts

B.A., Calvin College

M.A., University of Michigan

D.A., Ball State University

DIANE WEBBER (1991)

Professor, PAL

B.A., LeMoyne College

M.Ed., Boston University

Ph.D., Lesley University

GEORGE C. WHARTON (1973)

Professor, Communication

B.A., William Penn College

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Ph.D., Louisiana State University

Curry College

KATHLEEN A. WILMOT (1984)

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B.A., Curry College

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NANCY E. WINBURY (1991)

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A.B., Mount Holyoke College

M.A., Ph.D., University of Connecticut

Correspondence Directory

Visitors are always welcome at Curry College.

Arrangements for group visits may be made through the Admission Office at 1-800-669-0686.

Curry College staff will be pleased to answer letters of inquiry.

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ATHLETICS	Director of Athletics, Vincent Eruzione
CONTINUING EDUCATION	Vice President of Enrollment Management, Keith Robichaud
EVALUATION OF CREDITS, ACADEMIC RECORDS	Registrar, June Koukol
FACULTY AND STUDENT ACADEMIC MATTERS	Provost and Vice President of Academic Affairs, Dr. Robert Shea
STUDENT FINANCIAL SERVICES	Associate Vice President of Financial Aid, Stephanny Elias
FINANCIAL MATTERS	Interim Executive Vice President of Finance and Administration, Ruth Joress
GIFTS, BEQUESTS, AND ALUMNI/PARENT RELATIONS	Vice President of Institutional Advancement, Sarah Leffert
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GRADUATE PROGRAMS IN CRIMINAL JUSTICE	Interim Director, Jennifer Balboni (Fall 2026); Director, Adam Stearn (Spring 2027)
GRADUATE PROGRAMS IN BUSINESS & ACCOUNTING	Director, Anthony Fabrizio
GRADUATE PROGRAMS IN EDUCATION	Interim Director, William Nancarrow
GRADUATE PROGRAMS IN NURSING	Director, Julie Grady
STUDENT PERSONNEL MATTERS, RESIDENCE LIFE, COUNSELING	Vice President of Student Affairs, Erik Muurisepp
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Accreditation

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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 through 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 Burlington, MA 01803-4514 (781) 425 7785 E-Mail: info@neche.org		
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Granting the degrees of Associate of Science in Nursing, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Master of Business Administration, Master of Science in Accounting, Master of Science in Computer Science, Master of Science in Marriage & Family Therapy, 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.

For the Associate of Science Nursing Program:

Effective July 13, 2026, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires in Fall 2028.

Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000		
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The pre-licensure Associate of Science in Nursing (ASN) track has received initial approval status from the Board of Registration in Nursing (BORN).

Board of Registration in Nursing (BORN) of the Commonwealth of Massachusetts 250 Washington Street Boston, MA 02108 800-414-0168

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		
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Nursing pre-licensure tracks, traditional, ACCEL, and AE-MSN are approved by:

Board of Registration in Nursing (BORN) of the Commonwealth of Massachusetts 250 Washington Street Boston, MA 02108 800-414-0168
The Exercise Science program (Bachelor of Science) is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation for the Exercise Sciences (CoAES).

The School of Business and Technology at Curry College has received specialized accreditation for the following business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business-related and accounting programs that are equivalent to an education at the U.S. post-secondary degree level. Locations and delivery modes for program offerings are at the sole discretion of the Member.

- Master of Business Administration
- Master of Science in Accounting
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration with concentrations in:
 - Human Resource Management
 - Small Business Management/Entrepreneurship
 - Residential Property Management
- Bachelor of Science in Sport and Recreation Management
- Bachelor of Science in Marketing

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 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.”