College policy prohibits discrimination in admission, access to, treatment or employment in any of its educational programs or activities, including scholarships, loans and athletics and other College administered programs on the basis of age, race, color, national and ethnic origin, religion, sex, sexual orientation, gender identity and expression, genetic information, disability, membership in the United States uniformed military services, or any other class protected by applicable state and federal law. The College complies with Title VI of the Civil Rights Act, Title IX of the Education Amendments and Section 504 of the Rehabilitation Act, prohibiting such discrimination. The College also complies with applicable Massachusetts laws on nondiscrimination. Anyone who has experienced unlawful discrimination may file a complaint with Kathy Garvey, Director of Human Resources, kathleen.garvey@becker.edu or Michelle Fatcheric, Assistant to the Vice President of Student Affairs, michelle.fatcheric@becker.edu.

The College reserves the right to make changes to any policies, procedures, courses, programs and fees indicated in the catalog without notice.
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Division of Undergraduate Studies

Bachelor of Arts in Design

Communications Design Concentration

Graphic Design Concentration

Interior Design Concentration

Interactive Entertainment - Game Design Concentration

Interactive Entertainment - Computer Game Development & Programming Concentration

Bachelor of Arts in Liberal Arts

Elementary Education Concentration

Bachelor of Arts in Psychology

Honors Program

Applied Behavior Analysis Concentration

Applied Behavior Analysis Concentration/Honors

Early Childhood Education Concentration

Forensic Psychology Concentration

Bachelor of Science in Biology

Bachelor of Science in Business Administration

Computer Information Systems

Equine Management Concentration
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A Message from the President

Greetings from Becker College! I am indeed proud to be the tenth president of this great institution. Passionate about the transformative power of higher education, I have dedicated my career to encouraging young people to work hard pursuing their educational and career dreams, exploring opportunities, strengthening their abilities, and realizing their potential.

This catalog highlights the unique programs and opportunities found at Becker—academic programs ranging from Veterinary Science, Design, Computer Game Programming, and Equine Studies to accelerated degree programs in Business, Education and Psychology. With its history dating back to 1784, Becker College is the 19th oldest institution of higher learning in the country, currently enrolling nearly 2,000 students at campuses in Worcester and Leicester. Becker College is among the nation’s Best 377 Colleges as ranked by The Princeton Review. For four years in a row, The Princeton Review has ranked Becker among the top 15 colleges in the U.S. and Canada for video game design. Becker is one of only two private colleges in New England to offer AVMA accredited veterinary technology programs, and its nursing programs are among the top 20 producers of nurses in Massachusetts. In April 2011, Becker was designated by the Commonwealth of Massachusetts as home of the Massachusetts Digital Games Institute (MassDiGI), a statewide center facilitating cooperation and innovation among the digital games industry, the public sector, and academia. MassDiGI helps position Massachusetts as a global leader in the digital games industry by 2020—resulting in job growth, economic development, and entrepreneurship.

Becker has built its history of success in challenging and supporting students from diverse backgrounds to achieve beyond their expectations. Dedicated faculty and staff are committed to student success and focus their energies and the College’s resources to make Becker the place where you can realize your dreams and make a difference in the world.

By inspiring innovative, entrepreneurial initiatives that augment the College’s rich history and deliver a transformational educational experience to every student that instills the three pillars of global citizenship: academic excellence, social responsibility, and creative expression, I challenge all Becker students to not only rise to the top of their chosen professions, but to contribute to the greater good as global citizens.

On behalf of the Becker College community, I welcome you.

Best Regards,

[Signature]

Robert E. Johnson, Ph.D.
President
The College reserves the right to make changes as necessary to the academic calendar.

### Summer Semester 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 6</td>
<td>Accelerated – Module 1 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Courses Begin</td>
</tr>
<tr>
<td>Sunday, May 12</td>
<td>Accelerated – Module 1 (5 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Sunday, May 19</td>
<td>Accelerated – Module 1 (5 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td>Monday, May 20</td>
<td>12 Week Summer Sessions Begin</td>
</tr>
<tr>
<td>Friday, May 24</td>
<td>12 Week Summer Sessions - Last Day to Add/Drop a Class</td>
</tr>
<tr>
<td>Monday, May 27</td>
<td>Memorial Day – No Classes</td>
</tr>
<tr>
<td>Friday, June 7</td>
<td>Accelerated – Module 1 (5 Week) – Courses End</td>
</tr>
<tr>
<td>Monday, June 10</td>
<td>Accelerated – Module 2 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td>Sunday, June 16</td>
<td>Accelerated – Module 2 (5 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Friday, June 21</td>
<td>Accelerated – Block A (7 Week) – Courses End</td>
</tr>
<tr>
<td>Sunday, June 23</td>
<td>Accelerated – Module 2 (5 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td>Thursday, July 4</td>
<td>‘Independence Day’ observed – No Classes</td>
</tr>
<tr>
<td>Monday, July 8</td>
<td>Accelerated – Block B (7 Week) – Courses Begin</td>
</tr>
<tr>
<td>Friday, July 12</td>
<td>12 Week Summer Sessions - Last Day to Withdraw from a Course without</td>
</tr>
<tr>
<td></td>
<td>a Grade</td>
</tr>
<tr>
<td>Sunday, July 14</td>
<td>Accelerated – Block B (7 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Monday, July 15</td>
<td>Gateway – Registration Deadline</td>
</tr>
<tr>
<td>Friday, July 19</td>
<td>Accelerated – Module 2 (5 Week) – Courses End</td>
</tr>
<tr>
<td>Sunday, July 21</td>
<td>Accelerated – Block B (7 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td>Monday, July 22</td>
<td>Accelerated – Module 3 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td>Sunday, July 28</td>
<td>Accelerated – Module 3 (5 Week) – Last Day to Add/Drop</td>
</tr>
</tbody>
</table>

### Fall Semester 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, July 28</td>
<td>Gateway – Student Move In</td>
</tr>
<tr>
<td>Monday, July 29 – Friday, August 16</td>
<td>Gateway</td>
</tr>
<tr>
<td>Sunday, August 4</td>
<td>Accelerated – Module 3 (5 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td>Friday, August 9</td>
<td>12 Week Summer Sessions End</td>
</tr>
<tr>
<td>Thursday, August 22</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>Thursday, August 22</td>
<td>International Student Move-In Day and Orientation</td>
</tr>
<tr>
<td>Friday, August 23</td>
<td>Accelerated – Block B (7 Week) – Courses End</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Module 3 (5 Week) – Courses End</td>
</tr>
<tr>
<td>Friday, August 23</td>
<td>Adjunct Faculty Workshop</td>
</tr>
</tbody>
</table>
Friday, August 23
Resident Freshmen Arrive

Friday, August 23, Noon – Sunday, August 25
Freshmen Orientation

Sunday, August 25
Resident Upper Classmen Arrive

Sunday, August 25
Fall Convocation

Monday, August 26
Classes Begin – 15 Week Fall Session

Friday, August 30
Last Day to Add/Drop a Class – 15 Week Fall Session

Monday, September 2
Labor Day – No Classes

  Accelerated – Module 1 (5 Week) – Courses Begin

  Accelerated – Module 2 (5 Week) – Courses Begin

Sunday, September 8
Accelerated – Module 1 (5 Week) – Last Day to Add/Drop

  Accelerated – Block A (7 Week) – Last Day to Add/Drop

Sunday, September 15
Accelerated – Module 1 (5 Week) – Last Day to Withdraw from a Course
  without a Grade

  Accelerated – Block A (7 Week) – Last Day to Withdraw from a Course
  without a Grade

Friday, October 4
Accelerated – Module 1 (5 Week) – Courses End

Monday, October 7
Accelerated – Module 2 (5 Week) – Courses Begin

Sunday, October 13
Accelerated – Module 2 (5 Week) – Last Day to Add/Drop

Monday & Tuesday, October 14 & 15
Columbus Day Break – No Classes – 15 Week Fall Session only

Wednesday, October 16
Mid-Term Grades Due

Friday, October 18
Accelerated – Block A (7 Week) – Courses End

Saturday, October 19
Fall Open House

Sunday, October 20
Accelerated – Module 2 (5 Week) – Last Day to Withdraw from a Course
  without a Grade

Monday, October 28
Last Day to Withdraw from a Course without a Grade – 15 Week Fall
  Session

  Accelerated – Block B (7 Week) – Courses Begin

Sunday, November 3
Accelerated – Block B (7 Week) – Last Day to Add/Drop

Monday, November 4
Pre-Enrollment for Spring 2014 Begins

Friday, November 8
Accelerated – Module 2 (5 Week) – Courses End

Sunday, November 10
Accelerated – Block B (7 Week) – Last Day to Withdraw from a Course
  without a Grade

Monday, November 11
Accelerated – Module 3 (5 Week) – Courses Begin

Sunday, November 17
Accelerated – Module 3 (5 Week) – Last Day to Add/Drop

Sunday, November 24
Accelerated – Module 3 (5 Week) – Last Day to Withdraw from a Course
  without a Grade

Wednesday, November 27 – Sunday, December 1
Thanksgiving Break – No Classes

Friday, December 6
Classes End – 15 Week Fall Session

Saturday – Thursday, December 7 – 12
Final Examinations

Friday, December 13
Final Examination Make-Up Day

Wednesday, December 18
Final Grades Due

Friday, December 20
Accelerated – Block B (7 Week) – Courses End

  Accelerated – Module 3 (5 Week) – Courses End
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Monday, January 6</td>
<td>Adjunct Faculty Workshop</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Module 1 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Courses Begin</td>
</tr>
<tr>
<td>Thursday &amp; Friday,</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>January 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>Sunday, January 12</td>
<td>Accelerated – Module 1 (5 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Tuesday, January 14</td>
<td>Residents Arrive – 9:00 a.m. to 3:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Orientation and Assessment for January Entrants</td>
</tr>
<tr>
<td>Wednesday, January 15</td>
<td>Classes Begin – 15 Week Spring Session</td>
</tr>
<tr>
<td>Sunday, January 19</td>
<td>Accelerated – Module 1 (5 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td>Monday, January 20</td>
<td>Martin Luther King Day – No Classes</td>
</tr>
<tr>
<td>Wednesday, January 22</td>
<td>Last Day to Add/Drop a Class – 15 Week Spring Session</td>
</tr>
<tr>
<td>Friday, February 7</td>
<td>Accelerated – Module 1 (5 Week) – Courses End</td>
</tr>
<tr>
<td>Monday, February 10</td>
<td>Accelerated – Module 2 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td>Sunday, February 16</td>
<td>Accelerated – Module 2 (5 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Monday, February 17</td>
<td>President’s Day – No Classes</td>
</tr>
<tr>
<td>Sunday, February 23</td>
<td>Accelerated – Module 2 (5 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td>Friday, February 28</td>
<td>Accelerated – Block A (7 Week) – Courses End</td>
</tr>
<tr>
<td>Saturday, March 1</td>
<td>Spring Open House</td>
</tr>
<tr>
<td>Monday, March 3</td>
<td>Accelerated – Block B (7 Week) – Courses Begin</td>
</tr>
<tr>
<td>Wednesday, March 5</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>Sunday, March 9</td>
<td>Accelerated – Block B (7 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Monday, March 10 –</td>
<td>Spring Break – No Classes – 15 Week Spring Session</td>
</tr>
<tr>
<td>Sunday, March 16</td>
<td>Accelerated – Block B (7 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td>Friday, March 21</td>
<td>Accepted Students Day</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Module 2 (5 Week) – Courses End</td>
</tr>
<tr>
<td>Monday, March 24</td>
<td>Last Day to Withdraw from a Course without a Grade – 15 Week Spring</td>
</tr>
<tr>
<td></td>
<td>Session</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Module 3 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td>Sunday, March 30</td>
<td>Accelerated – Module 3 (5 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Monday, March 31</td>
<td>Pre-Enrollment for Fall 2014 Begins</td>
</tr>
<tr>
<td>Sunday, April 6</td>
<td>Accelerated – Module 3 (5 Week) – Last Day to Withdraw from a Course</td>
</tr>
<tr>
<td></td>
<td>without a Grade</td>
</tr>
<tr>
<td>Friday, April 18</td>
<td>Good Friday – No Classes</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block B (7 Week) – Courses End</td>
</tr>
<tr>
<td>Friday, April 25</td>
<td>Accepted Students Day</td>
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<tr>
<td>Date</td>
<td>Event</td>
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</tr>
<tr>
<td>Wednesday, April 30</td>
<td>Classes End – 15 Week Spring Session</td>
</tr>
<tr>
<td>Thursday, May 1</td>
<td>Reading Day</td>
</tr>
<tr>
<td>Friday, May 2</td>
<td>Accelerated – Module 3 (5 Week) – Courses End</td>
</tr>
<tr>
<td>Friday - Wednesday, May 2 – 7</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>Thursday, May 8</td>
<td>Final Examination Make-Up Day</td>
</tr>
<tr>
<td>Friday, May 9</td>
<td>Honors Convocation</td>
</tr>
<tr>
<td>Saturday, May 10</td>
<td>Commencement – 11:00 a.m.</td>
</tr>
<tr>
<td>Tuesday, May 13</td>
<td>Final Grades Due</td>
</tr>
<tr>
<td>Wednesday &amp; Thursday, May 14 &amp; 15</td>
<td>Faculty Workshop</td>
</tr>
</tbody>
</table>

**Summer Semester 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>Monday, May 5</td>
<td>Accelerated – Module 1 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Courses Begin</td>
</tr>
<tr>
<td>Sunday, May 11</td>
<td>Accelerated – Module 1 (5 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Sunday, May 18</td>
<td>Accelerated – Module 1 (5 Week) – Last Day to Withdraw from a Course without a Grade</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Block A (7 Week) – Last Day to Withdraw from a Course without a Grade</td>
</tr>
<tr>
<td>Monday, May 19</td>
<td>12 Week Summer Sessions Begin</td>
</tr>
<tr>
<td>Friday, May 23</td>
<td>12 Week Summer Sessions - Last Day to Add/Drop a Class</td>
</tr>
<tr>
<td>Monday, May 26</td>
<td>Memorial Day – No Classes</td>
</tr>
<tr>
<td>Friday, June 6</td>
<td>Accelerated – Module 1 (5 Week) – Courses End</td>
</tr>
<tr>
<td>Monday, June 9</td>
<td>Accelerated – Module 2 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td>Sunday, June 15</td>
<td>Accelerated – Module 2 (5 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Friday, June 20</td>
<td>Accelerated – Block A (7 Week) – Courses End</td>
</tr>
<tr>
<td>Sunday, June 22</td>
<td>Accelerated – Module 2 (5 Week) – Last Day to Withdraw from a Course without a Grade</td>
</tr>
<tr>
<td>Friday, July 4</td>
<td>'Independence Day' observed – No Classes</td>
</tr>
<tr>
<td>Monday, July 7</td>
<td>Accelerated – Block B (7 Week) – Courses Begin</td>
</tr>
<tr>
<td>Friday, July 11</td>
<td>12 Week Summer Sessions - Last Day to Withdraw from a Course without a Grade</td>
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<td>Accelerated – Block B (7 Week) – Last Day to Add/Drop</td>
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<td>Friday, July 18</td>
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<td>Monday, July 21</td>
<td>Accelerated – Module 3 (5 Week) – Courses Begin</td>
</tr>
<tr>
<td>Sunday, July 27</td>
<td>Accelerated – Module 3 (5 Week) – Last Day to Add/Drop</td>
</tr>
<tr>
<td>Sunday, August 3</td>
<td>Accelerated – Module 3 (5 Week) – Last Day to Withdraw from a Course without a Grade</td>
</tr>
<tr>
<td>Friday, August 22</td>
<td>Accelerated – Block B (7 Week) – Courses End</td>
</tr>
<tr>
<td></td>
<td>Accelerated – Module 3 (5 Week) – Courses End</td>
</tr>
</tbody>
</table>
Introduction

Located in the heart of Massachusetts, Becker is a distinctive New England college. It encompasses two campuses located six miles apart, each with its own residence halls, library and academic facilities.

Two new and exciting additions are now rapidly taking shape at Becker: a new campus center has just opened, and renovations to a newly-acquired property that will be home to the Massachusetts Digital Games Institute (MassDiGi).

In addition to traditional on-campus course offerings, the Becker College Center for Accelerated and Professional Studies provides working adults with flexible access to bachelor degrees and certificate programs.

Equestrian-minded students take courses and lessons at the Becker College Equestrian Center, also home to the Hawks equestrian team.

The college’s Worcester campus was founded in 1887 by E.C.A. Becker. The Leicester campus began as an academy in 1784 – the third oldest campus in the country. Both institutions have sustained a long-standing tradition of quality education, and in 2013 the Becker community will celebrate its 225th Commencement. In 1977, Becker and Leicester consolidated to expand academic offerings and provide broader social and recreational opportunities for students.

Today, with a full-time enrollment of more than 1,700 men and women from 18 states and 12 countries, Becker College continues its tradition of excellence. Students receive the individual attention and recognition they deserve and discover a strong community spirit.
Accreditation and Memberships

Becker College is authorized to award the Associate in Science degree and the Bachelor of Arts and Bachelor of Science degrees in selected fields of study by the Commonwealth of Massachusetts. The College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) at the associate and bachelor levels. The NEASC is a non-governmental, nationally recognized organization with a broad spectrum of affiliated institutions from elementary schools to collegiate institutions offering postgraduate instruction. The College is also approved by the Massachusetts Department of Education to grant Initial Licensure for the Early Childhood Education level (pre-K through grade 3) and Initial Licensure in Elementary Education (grades 1 through 6).

Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college 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 NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality 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 status of an institution’s accreditation by the NEASC should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

New England Association of Schools & Colleges, Inc.
Commission on Institutions of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803
(855) 886-3272 (toll free)
(781) 425-7700
Fax (781) 425-1001
www.neasc.org

Accreditations

- New England Association of Schools and Colleges
- American Veterinary Medical Association Committee on Veterinary Technician Education and Activities
- Accreditation Commission for Education in Nursing, Inc.

Memberships

- Academic and Research Collaborative (ARC)
- Academy of Criminal Justice Sciences
- American Association of Collegiate Registrars and Admissions Officers
- American Conference of Academic Deans (ACAD)
- American Council on Education (ACE)
• American Library Association (ALA)
• Association for Continuing Higher Education (ACHE)
• Association for Institutional Research (AIR)
• Association for Supervision and Curriculum Development (ASCD)
• Association of American Colleges & Universities (AAC&U)
• Association of College & Research Libraries (ACRL)
• Association of Governing Boards of Universities and Colleges
• Association of Independent Colleges and Universities in Massachusetts (AICUM)
• Association of International Educators (NAFSA)
• Association of Physical Plant Administrators (APPA)
• Association of Veterinary Technician Educators
• Central Massachusetts Regional Library System (CMRLS)
• Colleges of Worcester Consortium, Inc. (COWC)
• Council for the Advancement and Support of Education
• Council for Higher Education Accreditation (CHEA)
• Council of Colleges of Arts & Sciences (CCAS)
• Council of Independent Colleges (CIC)
• Council on Competitiveness
• Eastern Collegiate Athletic Conference (ECAC)
• Eastern Collegiate Football Conference (ECFC)
• EDUCAUSE
• Great Northeast Athletic Conference (GNAC)
• Innovative Users Group (IUG)
• Intercollegiate Horse Show Association (IHSA)
• Massachusetts Library Association (MLA)
• Massachusetts Library System (MLS)
• Massachusetts/Rhode Island League for Nursing
• Massachusetts Society for Medical Research (MSMR)
• National Association for Campus Activities (NACA)
• National Association of College Admissions Counselors
• National Association of College and University Business Officers
• National Association for Education of Young Children (NAEYC)
• National Association of Foreign Student Advisors
• National Association of Independent Colleges and Universities (NAICU)
• National Association of President’s Assistants in Higher Education (NAPAHE)
• National Association of Student Financial Aid Administrators
• National Association of Student Personnel Administrators
• National Association of Veterinary Technicians in America
• National Collegiate Athletic Association (NCAA)
• National League for Nursing
• NELINET, Inc.
• New England Association of College Admissions Counselors
• New England Association of Collegiate Registrars and Admissions Officers
• New England Association of Schools and Colleges (NEASC)
• New England Association for Cooperative Education and Field Experience
• New England Association of Veterinary Technician Educators
• New England Collegiate Conference (NECC)
• New England Faculty Development Consortium (NEFDC)
• New England Transfer Association
• Northeast Association for Institutional Research (NEAIR)
• Northeast Regional Computing Program (NERCOMP)
• Society for College and University Planning (SCUP)
• The College Board
- Westchester Academic Library Directors Organization (WALDO)
- Worcester Art Museum
- Worcester Chamber of Commerce
- Worcester Educational Collaborative
Our Vision

Becker College will become a nationally recognized baccalaureate institution, renowned for its values and for its focus on delivering to the world highly educated, responsible citizens, prepared to contribute to a global society and rise to the top of their chosen professions.

Our Mission

The mission of Becker College is to deliver to each student a transformational learning experience—anchored by academic excellence, social responsibility, and creative expression—that prepares graduates to thrive, contribute to, and lead in a global society.

Our Core Values

At Becker College, we believe in the transformational power of a college education to impart knowledge and enlightenment in a global society. We believe higher education is a privilege, and that an educated person has a responsibility not only to seek personal and professional success but also to contribute to a greater good.

The following core values support these beliefs. They are fundamental to the success of the College and its community, reflecting the Becker College educational experience and guiding the College in its mission and decision-making at all levels.

Excellence
- We are committed to providing the best educational experience possible to every student.
- We seek opportunities to identify and celebrate excellence as part of our culture.

Accountability
- We are committed to ensuring that all members of the Becker College community are accountable for their work in support of the College, its mission, and ideals.

Community & Diversity
- We promote an open and diverse community that encourages an unfettered exchange of ideas, with civility and respect, and the empowerment of all individuals.
- We believe in a future inter-connected with our neighbors, our nation, and our world.
- We believe that our diversity as a community is a strength that should be celebrated.

Social Responsibility
- We believe that by helping others, we enhance our own lives and the lives of others.

Integrity
- We uphold the highest ethical standards, striving for institutional and personal integrity in all that we do.

Creative Expression
- We believe that learning is rooted and grows in creative thought, inquiry, and self-discovery.
Educational Philosophy

Becker is a small, coeducational college offering baccalaureate and selected associate’s degrees. Focusing upon its students as individuals to be encouraged to seek out and develop interests and careers of their choice, the College concerns itself with the whole person, emphasizing not only classroom education but also practical experience through liaisons with the business and professional community.

Becker encourages students to grow intellectually, socially, and personally by engaging the world of knowledge, ideas, and imagination in a stimulating manner and promoting the active exchange of views among students, faculty, and administration.

The College is committed to the belief that an educated person should thoroughly understand an area of knowledge or practice; should possess an understanding of science, social science and the humanities and an appreciation of aesthetics; should be sensitive to ethical and moral issues; should be competent in oral and written communications; should demonstrate analytical and problem solving ability; and should have a commitment to the value of continued learning.
Location

A city on the move, Worcester combines the warmth of a small town with the convenience of a thriving city. Just an hour’s distance from Boston and Springfield, Mass., Providence, R.I., and Hartford, Conn., Worcester is at the crossroads of several major routes, including the Massachusetts Turnpike (I-90), Interstates 290 and 395, and Routes 146 and 20.

There’s always something happening in Worcester. More than 30,000 students at 13 colleges call the greater Worcester area home. A culturally vibrant city, Worcester features world-renowned museums and concert halls, theatres, galleries, as well as a wealth of performing groups, ethnic festivals, artists of every discipline, restaurants, specialty shops, and hotels.

Becker College is fortunate to act as a steward for historic preservation in its residential Worcester neighborhood and its picturesque rural campus in Leicester. In Leicester, former homes dating from the 19th century, now student housing and faculty offices, surround a lush town common.

The Becker College Equestrian Center is just a few scenic miles away from the Leicester campus, in Paxton, Mass.

Worcester Campus

Becker’s Worcester campus is situated in the Elm Park section of Worcester; a quiet area of tree-lined streets and lovely old homes, and a short walk from the downtown business district. The city of Worcester (pop. 181,045) is New England’s second largest urban center.

Just forty miles west of Boston, air, rail and bus transportation connect Worcester to all major points. The Worcester Regional Transit Authority provides regular bus service throughout the area. Our students find this location to be outstanding. They have the opportunity to participate in a number of cultural, social, and recreational activities while preparing for their chosen career at a campus that is friendly and informal.

Becker’s character is reflected in the beauty of its historic Victorian-style residences. Contained within a four-block neighborhood, with Sever Street at the focal point, many of the buildings proudly display hand-carved paneling and fireplace mantels, stained-glass windows, and detailed woodwork. The oldest, Colton Hall, was obtained in 1936. The newest—the Health Science Education Center dedicated in May, 2000—was specifically designed to blend in with the neighborhood architecture.

In summer 2011, the College acquired a stately neighborhood property to accommodate its growing design department. The former home will be renovated to include classroom, event and living space as well the offices of the Massachusetts Digital Games Institute (MassDiGi). Becker was designated by the Commonwealth as the site of Mass DiGi, a strong partnership between the digital games industry, academia, and the public sector that will strategically foster job growth and economic development through this cutting-edge industry.
Leicester Campus

The Leicester campus surrounds the historic village green at the junction of Routes 9 and 56 in the center of Leicester. The Worcester Regional Transit Authority provides regular bus service from the city to the campus. Students who reside on the Leicester campus have the opportunity to participate in many of the cultural, social, and recreational activities of the metropolitan area while living in a small New England town, rich in a history that predates the American Revolution.

Leicester’s character is reflected in the blend of traditional and modern campus buildings. Several 19th century buildings provide a link with Leicester's historic past. Hitchcock, Winslow, and Lane Halls were built before the War of 1812. May House, formerly the Reverend Samuel May House, was officially recognized in June 2008 as a stop on the Underground Railroad.

The Lenfest Animal Health Center is a working teaching center and veterinary clinic, dedicated in 1982 and expanded in 1988. The veterinary clinic is open to the public and serves as a teaching clinic for students in Becker's animal studies programs. The clinic provides well visits and non-emergency care for dogs, cats, other small mammals, and birds.

The lobby, biology and chemistry laboratories, and Daniels Hall auditorium, in our award-winning Borger Academic Center, were renovated in 2008. A new residence hall, Barrett Hall, was dedicated to Becker college alumna Colleen Barrett, former president of Southwest Airlines, and opened in 2008.

A new campus center opened in fall 2012. The 35,727-square-foot brick and glass structure is linked to the previous student center by a glass bridge connector and a neo-classical masonry tower. The center will allow the College to create vibrant programming 18 hours-a-day.

A welcoming interior “Main Street” will allow visitors entering the new building dynamic glimpses of the 254-seat capacity dining facility. A state-of-the-art fitness center will offer a wide variety of fitness options. Just around the corner from an orientation desk will be a café and multimedia lounge. A glass-enclosed quiet study room with computers has been designed, allowing students an alternative to the library and computer labs. The two-story, sun-drenched glass atrium will open to an outdoor student activity space below the Quad’s two majestic beech trees.
Admissions

Becker College is a four-year, private coeducational college with an enrollment of more than 1,800 students. Becker provides an ideal educational atmosphere for students who desire a nurturing environment and strong community spirit. Faculty members mentor students to foster personal growth as well as academic success.

Like everything else at Becker, the admissions process is very personal. Selecting a college is one of the most important decisions one will ever make. It is essential prospective students determine that Becker College is a good match. Becker degree programs integrate academic and career education with sponsored activities, athletics and community service projects. The admissions staff is pleased to assist students in the decision-making process.

Campus Visits & Admissions Events

Visiting the campus is an important aspect of the college selection process. Becker College strongly encourages campus visits and offers a variety of ways to do so. Students are invited to actively explore the campuses, meet students and staff and get answers to all their questions.

Tours of the campus are available most weekdays and Saturdays throughout the year. In addition, Open Houses and special events are scheduled to provide access to many of the college’s faculty, staff and administration. For specific dates and times or to schedule a campus visit, please view the schedules online at http://www.becker.edu/admissions/visit-becker/campus-tours or call the Office of Admissions toll-free at 1-877-523-2537, extension 9400. Prospective students may also contact the office via email at admissions@becker.edu.

The admissions staff will provide assistance with directions, hotel recommendations, and maps of area attractions for visitors who are not familiar with the area.

Admission Process and Deadlines

The most up-to-date information related to admission for a particular academic term can be found online. Applicants are encouraged to check on their application once submitted to ensure that all items have been received.

Application Deadlines

<table>
<thead>
<tr>
<th>Application Type by Semester</th>
<th>Application Date</th>
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<tbody>
<tr>
<td>Early Action – Fall Semester Admission</td>
<td>November 15</td>
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<tr>
<td>Regular Decision – Fall Semester Admission</td>
<td>February 15 (Priority Deadline)</td>
</tr>
<tr>
<td>Transfer – Fall Semester Admission</td>
<td>June 15 (Priority Deadline)</td>
</tr>
<tr>
<td>Transfer – Spring Semester Admission</td>
<td>January 1 (Priority Deadline)</td>
</tr>
</tbody>
</table>

After the priority deadlines have passed, the Admissions office will review applications received on a rolling basis. This should be taken into consideration when applying. The College encourages students to apply in a timely manner as many of the more popular programs have space limitations.
Early Action

Early Action (EA) is a non-binding application option where students who apply by the November 15th deadline will have their admission decisions mailed by December 15. If Becker College is one of the student’s top choices, then they are encouraged to apply Early Action. There are several programs to which admission is competitive and early application is encouraged.

Early Action candidates will receive one of three responses: an offer of admission, a deferral to the regular application pool, or a denial. Students who are deferred to the regular decision pool should request that additional materials such as mid-year grades be submitted to the Admission Office.

Please send all application items to:

Becker College
Office of Admissions
61 Sever St.
Worcester, MA 01609

Acceptance and Confirmation

All accepted students are required to forward a $300 tuition commitment deposit to reserve a place in the incoming class. This deposit is due by May 1st. Please be aware that depositing to a college is an important decision. Students should be depositing to only one college. Deposits received prior to May 1st are refundable by written request up to May 1st and are non-refundable thereafter. Tuition commitment deposit is credited on the tuition bill.

Admissions Requirements & Procedures

Freshman Applicants

To be considered for admission, applicants should have an earned GPA of 2.0 in a college preparatory curriculum or better (2.5 GPA for Nursing, Vet Tech, Vet Science, Pre-Vet applicants). Complete applications will include:

- A completed application for admission.
- An official copy of the secondary school transcript sent directly to Becker College. Students who have received a General Equivalency Diploma (GED) must forward an official score report. Freshman admission is contingent upon the applicant’s final graduation from high school or successful completion of the GED. Applicants will need to have a final transcript submitted to Becker College following the release of final grades.
- SAT I or ACT scores. Becker College's CEEB code is 3079.
- Optional letter of recommendation, which attests to the applicant’s individual qualifications. Becker College recognizes that all students are individuals and will consider each applicant’s personal strengths and achievements. Any other supporting materials that are submitted will be considered.

- Optional essay on any topic, approximately 250-500 words in length.

- Applicants whose GPA falls below a 2.0 or whose curriculum was not entirely college preparatory will be reviewed on an individual basis. Applicants must submit all the items listed above and two letters of recommendation (one from a guidance counselor) an essay and/or a personal interview.

- Students applying to Health and Sciences majors please see Health and Sciences Applicants section for specific entrance requirements.

**Nursing Program Admissions:**

The Becker College nursing program has three separate nursing education programs; Associate of Science in Nursing (ASN), prelicensure BSN, and RN to BSN. The ASN and prelicensure BSN programs educate nurses for entry into nursing practice and success on the nursing licensure examination (NCLEX-RN). The RN to BSN program is for registered nurses seeking a bachelor’s degree in nursing. There are academic, clinical, and physical/health requirements for entry into each program. Entry requirements for the specific programs may vary.

Admission to any program (ASN, prelicensure BSN, and RN to BSN) in the nursing program is competitive, and the requirements listed below are minimums.

Nursing Program Promotion and Progression criteria are detailed in the online Becker College Nursing Student Handbook for specific Nursing Program policies.

Applicants must apply to the specific nursing program/track they desire to enter. Students seeking transfer from one Becker College prelicensure nursing program to another must petition the Director of Nursing. Transfer admissions are not guaranteed.

LPN admission requirements can be found in Transfer Admission from other Nursing Programs on page 33.

**Associate of Science in Nursing (ASN) Program - Freshman Nursing Applicants Academic Requirements:**

In addition to the requirements listed under Freshman Applicants, all Nursing applicants must:

- Earn high school cumulative G.P.A. of 2.5 or better.

- Have at least a 1000 SAT combined score based on the critical reading and math components of the exam.

- Complete one year of college preparatory secondary level science with a lab. This course must be completed within five years, with a minimum grade of C. A four-credit
college course in science with a lab, with a grade of C or better with only one allowed retake, will also satisfy the prerequisite science requirement. It is strongly recommended that the nursing program science courses be completed prior to admission.

- Complete 2 years of college preparatory level secondary school mathematics including Algebra I and II or Algebra I and Geometry. Both courses must be completed within 5 years with a minimum grade of C. A three-credit college course in College Algebra within 5 years with a grade of C or better will also satisfy the prerequisite math requirement.

- Complete 3 years of secondary school English with a grade of C or better.

- One letter of recommendation of an academic nature.

- Achieve an overall score of Proficient or higher on the ATI Version V – Test of Essential Academic Skills (TEAS® V). Only two attempts to achieve the minimum benchmark score will be allowed. The TEAS requirement applies to all applicants to the ASN nursing program (including internal and external student transfers).

The TEAS test is administered at Becker several times a month (fee required). Contact the Admissions’ Office for more testing information. Information about the test content and resources to prepare for the exam can be found at https://www.atitesting.com/Solutions/PreNursingSchool/TEAS.aspx. A study guide is available in the College bookstores: **VERSION V – ATI TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS V) STUDY MANUAL.**

Students who have taken the TEAS® V at another institution may contact ATI at 1-800-667-7531 to have their score transcript sent to the Becker College Admission Department.

Refer to Clinical and Health Requirements

**Prelicensure Bachelor of Science in Nursing (BSN) Program Freshman Nursing Applicants Academic Requirements:**

In addition to the College admission requirements listed under Freshman Applicants, all prelicensure BSN applicants must:

- Earn high school cumulative G.P.A. of 2.5 or better.

- Have at least a 1000 SAT combined score based on the critical reading and math components of the exam.

- Complete one year of college preparatory secondary level science with a lab. This course must be completed within five years, with a minimum grade of C. A four-credit college course in science with a lab, with a grade of C or better with only one allowed retake, will also satisfy the prerequisite science requirement. It is strongly
recommended that the nursing program science courses be completed prior to admission.

- Complete 2 years of college preparatory level secondary school mathematics including Algebra I and II or Algebra I and Geometry. Both courses must be completed within 5 years with a minimum grade of C. A three-credit college course in College Algebra within 5 years with a grade of C or better will also satisfy the prerequisite math requirement.

- Complete 3 years of secondary school English with a grade of C or better.

- One letter of recommendation of an academic nature.

- Achieve an overall score of Proficient or higher on the ATI Version V – Test of Essential Academic Skills (TEAS® V). Only two attempts to achieve the minimum benchmark score will be allowed. The TEAS requirement applies to all applicants to the nursing program (including internal and external transfers). Applicants to the prelicensure BSN program should take the TEAS test within one year of petitioning/applying for entry into the year 3 nursing courses.

The TEAS test is administered at Becker several times a month (fee required). Contact the Admissions’ Office for more testing information. Information about the test content and resources to prepare for the exam can be found at https://www.atitesting.com/Solutions/PreNursingSchool/TEAS.aspx. A study guide is available in the College bookstores: VERSION V – ATI TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS V) STUDY MANUAL.

Students who have taken the TEAS® V at another institution may contact ATI at 1-800-667-7531 to have their score transcript sent to the Becker College Admission Department.

**Prelicensure BSN Admission into Year Three, First Semester Nursing Admission/Course Work Requirements:**

- Admission to the prelicensure BSN program does NOT guarantee entry into the year 3, first semester nursing course work.

- Students seeking entry into the year 3, first semester nursing course work, which takes place during the Fall semester must petition for entry by March 30th of that year. The first offering of the third year curriculum will be Fall 2014, the deadline for petitioning for entering this semester is March 30, 2014.

- Successful criteria to progress to the third year (first semester of year 3/Fall semester) includes:
  - An earned College cumulative GPA of 2.0 or better.
Successful completion of prelicensure BSN curriculum plan science courses, with a final of C (2.0) or better for each science course, with only one allowed retake of each science course.

- MATH2200 Statistics must be successfully completed with a grade of C or higher prior to the scheduled NURS3100 Research in Nursing course.

- Achievement of a final course grade of C+ or higher in NURS1200 (Introduction to Professional Nursing) and NURS3002 (Complementary Alternative Modalities).

- Successful completion of all courses (66 credits in the first 2 years of the published prelicensure BSN nursing program curriculum).

- Achievement of an overall score of Proficient or higher on the ATI Version V – Test of Essential Academic Skills (TEAS® V) within one year of petitioning for entry into the year 3 nursing courses. Only two attempts to achieve the minimum benchmark score will be allowed. (See Freshman Nursing Applicants Prelicensure Bachelor of Science in Nursing (BSN) Academic Requirements).

**Bachelor of Science in Nursing (RN to BSN) Applicants**

Students seeking admission to the Becker College RN to BSN program must meet the following requirements:

- Complete a RN to BSN application form
- Have graduated from a state approved, regionally accredited associate nursing degree, [e.g. Accreditation Commission for Education in Nursing, Inc. (ACEN), or diploma registered nurse preparation program.
- Earned a 2.0 CGPA from Accreditation Commission for Education in Nursing, Inc. (ACEN) accredited prelicensure registered nurse preparation program.
- Hold a current Massachusetts registered nurse license.*
- Provide proof of current employment or work history as a Registered Nurse, if graduated more than 3 years ago.

**Transfer Evaluation Criteria**

1. Meet all Becker College associate degree nursing curriculum requirements, through graduation from the Becker College ASN program; e.g., 69 credits (39 nursing and 30 general education) (See Becker College ASN curriculum plan and Becker College RN to BSN program pre-requisites).
2. Graduates from nursing programs other than Becker College may receive nursing credits for previous coursework in nursing toward their maximum of thirty-nine (39) preadmission nontransferable nursing credits. Upon review and evaluation by the
Nursing Department, nursing credits awarded will be applied to the preadmission requirements.

A. In order for previous nursing course work to be awarded credits, the applicant must have:
   i. Graduated from a state-approved ACEN accredited prelicensure nursing program within the past three (3) years, or have work experience as an RN equivalent to 1000 hours within the past three (3) years which is documented by a letter from their employer.
   ii. Their prelicensure nursing program official transcripts reviewed for comparability and relevance to the Becker College ASN required nursing courses.

B. Graduates who do not meet the criterion in 2.A. (above), who have less than 39 preadmission nursing credits, can earn the required credits through successful completion of:
   i. NLN Accelerated Challenge Exams (ACE) II, or
   ii. By completing approved Becker College nursing courses; e.g., NURS3200 Technology and Nursing Informatics

3. All preadmission nursing credits must be earned prior to being allowed to enroll as an accepted student in the RN to BSN program.

4. General education credits in the Becker College ASN curriculum plan may be transferred following review of the courses per Becker College transfer policy http://www.becker.edu/admissions/transfer-applicants. In order to be accepted into the RN to BSN program all of the general education credits in the Becker College ASN curriculum plan must have been completed and evaluated as transferable to Becker College.

*Recent ASN or diploma program graduates, providing they meet all other admission criteria, maybe conditionally accepted and allowed to enroll into the courses offered in the first semester of the RN to BSN program. However, a current MA licensure is necessary to be accepted into the RN to BSN program and in order to progress into the second semester.
Becker College RN to BSN Program

Bachelor of Science in Nursing: RN to BSN Degree Curriculum Plan

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Hours</th>
<th>Semester 4</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS3001</td>
<td>Philosophical &amp; Theoretical Foundations of Nursing Practice</td>
<td>3</td>
<td>NURS4001 Nursing in a Global Society</td>
</tr>
<tr>
<td>NURS3002</td>
<td>Complementary Alternative Modalities</td>
<td>3</td>
<td>NURS4002 Independent Practicum I <em>(Clinical component: 30 hours)</em>**</td>
</tr>
<tr>
<td></td>
<td>Group A General Education Course</td>
<td>3</td>
<td>Group B General Education Course</td>
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<td></td>
<td>Group A General Education Course</td>
<td>3</td>
<td>Elective (Nursing)*</td>
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<tr>
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<th>Credit Hours</th>
<th>Semester 5</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS3101</td>
<td>Health &amp; Physical Assessment of Individuals and Families <em>(Lab component)</em></td>
<td>4</td>
<td>NURS4101 Professional Nursing Seminar</td>
</tr>
<tr>
<td>NURS3003</td>
<td>Pharmacokinetics in Nursing Practice</td>
<td>3</td>
<td>NURS4003 Independent Practicum II <em>(Clinical component: 30 hours)</em>**</td>
</tr>
<tr>
<td></td>
<td>Group A General Education Course</td>
<td>3</td>
<td>Elective (Nursing)*</td>
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<td>Group A General Education Course</td>
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<tr>
<th>Semester 3</th>
<th>Credit Hours</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS3100</td>
<td>Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS3102</td>
<td>Business in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Group B General Education Course</td>
<td>3</td>
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<tr>
<td></td>
<td>Group B General Education Course</td>
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<td></td>
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***Malpractice insurance fee applies
Nursing Electives

- NURS3200 – Technology and Nursing Informatics
- NURS4401 – Holistic Nursing Practice: Techniques and Application
- NURS4402 – Nursing Leadership and Politics
- NURS4403 – Professional Nurse as Educator
- NURS4404 – Health Promotion and Disease Prevention

Group A RN to BSN Curriculum General Education Courses

- Global Awareness and Diversity course, 3 credits
- MATH2200 Statistics, 3 credits (Recommended first semester)
- PHIL3300 Medical Ethics, 3 credits
- INFO1001 Technology and Society, 3 credits

All Group A RN to BSN curriculum general education courses must be successfully completed prior to the start of Semester 3. MATH2200: Statistics must be successfully completed with a grade of C or higher prior to the start of Semester 3. Students will not be allowed to enroll into Semester 3 until this requirement has been satisfied.

INFO1001 Technology and Society is a required Becker College course and students have to complete this course requirement in order to be eligible to receive a baccalaureate in nursing degree from Becker College. Transfer credits for this course must be approved by the Nursing Program Director.

Group B RN to BSN Curriculum General Education Courses

- History course, 3 credits
- ENGL2003: Public Speaking, 3 credits
- Humanities Elective, 3 credits

To be eligible for graduation, all Group B RN to BSN curriculum general education courses must be successfully completed.

Additional Requirements

Clinical and Physical/Health Requirements for all nursing program applicants (ASN, Prelicensure BSN, RN to BSN, LPNs seeking admission with advanced standing, and transfers from other nursing programs).

All applicants for admission or transfer into any of the Becker College nursing program must meet the following requirements:

- American Heart Association Basic Life Support (BLS) for Health Care Providers – Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) Certification

- CORI and SORI Check

In view of the licensure eligibility requirements for Massachusetts, all students in the Becker College nursing program must submit to a Criminal Offenders Record
Investigation (CORI) and Sex Offender Registry Information Act (SORI) check upon admission to the program. The CORI and SORI may be repeated at intervals during the program, as clinical agency contracts require.

Any student whose CORI or SORI reflects conviction of certain offenses will be ineligible for placement at a clinical agency and, furthermore, may be excluded from eligibility for nurse licensure in Massachusetts, in accordance with the Massachusetts Board of Registration in Nursing Licensure Policy. Therefore, if there is a finding of an offense when the CORI or SORI is completed, the student may be unable to participate in a clinical assignment. However, participation in planned clinical experiences throughout the nursing curriculum is required so withdrawal from the nursing program may result. Acceptance into the course or program does not guarantee clearance for a clinical agency placement.

- **MA BORN Good Moral Character**

Misdemeanor and felony convictions, and discipline by a licensure/certification body are evaluated by the Massachusetts Board of Registration in Nursing to determine licensure applicant compliance with the “good moral character” licensure requirement established in the Massachusetts General Laws, Chapter 112, section 74 and 74A.


- **Drug Testing**

As a result of some clinical affiliation requirements, all Becker College nursing students are required to have a comprehensive “10-Panel” urine drug screen with results provided to the Becker College Student Health Center and assigned clinical site prior to the beginning of their clinical work. Permission for release of results must be authorized, if required, to the assigned clinical site. If the student’s drug screen is positive, the student must submit written proof of a prescription for the appropriate medication prior to beginning clinical. Failure to disclose any of this information will prevent students from attending clinical and the completion of the course, which will result in dismissal from the nursing program. Students who are not cleared for clinical will not be eligible for readmission into the Becker College nursing program.

- **Medical / Health Requirements**

Clinical facilities may stipulate additional requirements for which medical documentation must be provided.

The Federal Center for Disease Control and the Massachusetts Department of Public Health define college health and immunization requirements.

Students are not eligible for participation in the nursing program without documentation of required health and immunization requirements (see below). The Student Health Record must be completed and submitted to Student Health Services prior to entry to the college. No record = No clearance for classes or clinical.
Massachusetts State Law requires that all health science students have a completed health form on file in the Student Health Office prior to the start of classes.

Any change in medical/health status must be reported to Student Health Services. Medical documentation must be provided that clearly identifies student limitations/restrictions and their ability to participate in all program activities. Examples of change in health status may include, but is not limited to: any physical injury that requires splint/brace/cast/sling, major illness, psychiatric instability, communicable disease, and pregnancy/delivery. Please notify Student Health Services for an individual consultation.

Significant changes in health status may affect the student’s ability to perform clinical functions. If determined that student or patient safety may be compromised, the student will be excluded from the clinical area until cleared by their healthcare provider. Clinical agencies will be consulted, as needed, to determine if student can participate in clinical assignments. The ability to participate in clinical assignments may result in withdrawal from the nursing program.

A physical exam less than one year before entering the college. Information submitted must include a medical clearance statement that allows participation in nursing program without restriction.

Immunization against Measles, Mumps, Rubella #1 and #2 or titers.

Varicella = chicken pox: Two doses of vaccine or titer to verify immunity.

A Tetanus, Diphtheria & Pertussis (Tdap) vaccine is REQUIRED for all nursing students with Td boosters every 10 years.

Hepatitis B series of 3 inoculations (first 2 must be one month apart and the last dose 6 months from the 1st dose). Proof of a (+) HepB IGG surface antibody is REQUIRED.

Tuberculosis evaluation in the form of “Two-step” PPD skin testing (2 separate skin tests, at least 3 weeks apart) followed by ONE skin test each year. If (+) skin test; copy of a negative chest x-ray report less than 5 years ago is REQUIRED.

A seasonal flu vaccine is required EVERY year. Students with past history of flu vaccine allergy must provide medical verification to Student Health Services.

Meningitis vaccine recommended, must provide copy of signed waiver if declined.

Documents may be faxed to Student Health Services at 508.892.9917 or scanned and emailed to nurse@becker.edu
Students are required to maintain his/her own copy of the Student Health Record and other requirements for their portfolio. Clinical sites require proof of student health and immunization status. This information is provided to affiliation offices before clinical clearance is granted.

If at any time the nursing faculty determines that a student’s physical or mental ability may interfere with safe clinical performance, the student will not be allowed to remain in the clinical area. The Nursing Program Director will be notified and the future status of the student will be administratively determined.

- **Essential Functions of a Nursing Student**

The Massachusetts Nurse Practice Act describes the practice of nursing as involving cognitive, sensory, affective, and psychomotor performance requirements. These requirements, therefore, are necessary for participation in a nursing program. The Becker College Nursing Program, *Essential Functions of a Nursing Student* are published in the *Becker College Nursing Program Student Handbook*.

Please refer to the specific admission requirements for all nursing programs in the Admission section of the academic catalog, under the [Nursing Applicants](#) section.

**Undergraduate admissions**

For information about admissions requirements, including credit transfers, please call **877-523-2537**, email [admissions@becker.edu](mailto:admissions@becker.edu), or visit [www.becker.edu](http://www.becker.edu).

**Freshman Applicants: Veterinary Science**

In addition to the requirements listed under Freshman Applicants, all Veterinary Program applicants must:

- Earn cumulative G.P.A. of 2.5 or better.

- Complete 2 years of college preparatory level secondary school science including Biology with a lab and Chemistry with a lab. Both courses must be completed within 5 years with a minimum grade of C. A four-credit college course in Biology with a lab and a four-credit college Chemistry course with a lab within 5 years with grades of C or better will also satisfy the Prerequisite science requirement.

- Complete 2 years of college preparatory level secondary school mathematics including Algebra I and II or Algebra I and Geometry. Both courses must be
completed within 5 years with a minimum grade of C. A three-credit college course in College Algebra within 5 years with a grade of C or better will also satisfy the prerequisite math requirement.

- Complete 3 years of secondary school English with a grade of C or better.

- Based on placement test results, students may be required to take MATF1002, Math for Health Sciences, or ENGF1001, Foundations of Writing, concurrently with or prior to clinical courses. Early placement testing is advised to avoid delay in beginning clinical coursework.

- Students who do not meet the above criteria but satisfy the general admissions requirements of the college may be accepted as an Undecided student. They can then take the appropriate courses to allow them to meet the admission requirements of the Veterinary Science programs.

**Non-traditional Applicants**

Becker College encourages students who are beyond traditional college freshman age to feel comfortable with the admissions process. An applicant whose high school class has already graduated and who has no previous college experience is encouraged to apply. SAT's may be waived.

**International Applicants**

Becker College welcomes international students and recognizes the contributions they make to the campus. In an increasingly global society, Becker values the opportunity to learn respect and understanding for differing world views, values and customs. This intercultural experience broadens and enriches all who participate. Becker College’s small class sizes and caring atmosphere make Becker a great place to study in the United States and, particularly, New England.

Applicants should have earned a minimum equivalent to a 2.0 GPA in the American grading system in secondary school. Upon commitment to Becker College, students will be sent an I-20 form and instructions on how to apply for an F-1 student visa. For admission to Becker College, international students must submit the following:

- A completed application for admission and International Student Application Addendum.
- An official transcript of all secondary school grades (translated in English) and evaluated by an outside organization. A list of agencies can be found on the National Association of Credential Evaluation Services (NACES®) website (www.naces.org).
- Official college transcripts of all credits earned, translated in English and evaluated by a Credential evaluation service. Please visit www.naces.org for a list and websites of organizations.
- Official TOEFL (Test of English as a Foreign Language) score report if your native language is not English. Becker requires a minimum TOEFL score of 79/80 for the internet based TOEFL, 213 computer based or 550 paper based for admission. TOEFL scores should be sent directly to Becker College. The CEEB code is 3079.
Testing must be within one year of application to Becker College. For TOEFL testing information please contact:

Educational Testing Service  
P.O. Box 6155  
Princeton, NJ 08541-6155 USA  
www.toefl.org

- Financial documentation and completion of a Declaration of Finances form to indicate the ability to pay for tuition and living expenses of at least $43,000 (for 10 months) in US dollars.
- Deadlines for International applications are July 15 for the Fall semester and November 15 for the Spring semester. Deadlines are in place due to the potentially lengthy process of applying for the student visa at the embassy. International applicants are encouraged to be patient with the process of obtaining the student visa. Entering the country on a visitor’s visa with the intent to change to a student visa while in the United States is not advisable.
- Payment of the $200 SEVIS I-901 fee is required by the U.S. Department of Homeland Security by the international student when s/he receives the I-20.

Transfer Admissions

To be considered for admission, each transfer applicant must submit application materials as listed previously as well as the following:

- Official transcripts from all colleges and/or universities attended. Official transcripts are required for transfer credit evaluation and awarding of Becker College credits.

Students may transfer credits from other regionally accredited institutions and be eligible for the appropriate degree from Becker College, subject to meeting the following conditions:

1. A student must complete at least 50% of their coursework at an accredited four-year college, university or equivalent, to receive a baccalaureate degree from Becker College;
2. A student must complete at least 25% of their coursework at Becker College to receive a baccalaureate or associate degree from Becker College;
3. A student must complete at least half of the 3000-4000 level courses in their major field of study at Becker College; and
4. Grades of C or better from accredited institutions are transferable to Becker College, subject to the time restrictions below. A grade of P is acceptable provided the transfer school's transcript key lists a letter grade equivalent to a C at Becker College; and
5. Foundations/Developmental/Preparatory courses will not transfer into Becker for credit toward graduation requirements (see course description for notation of Foundations/Developmental/Preparatory course type).

Technical courses  
good for up to 5 years (science & technology)
Professional course  
good for up to 10 years (prefix-related or as specified)
General Education  no time limit (English/Math/Non-required Elective, i.e., Psychology, Sociology, Humanities, etc.)

Acceptance of transfer credits does not supercede time limits for prerequisite requirements, i.e. math and science as related to Nursing and Veterinary admissions requirements.

Transfer credit will not be computed into the student’s cumulative grade point average, including courses taken for “repeat” credit elsewhere.

Matriculated students should have courses evaluated for transferability prior to enrolling. Student should bring course descriptions to the Registrar, 47 Sever St., Worcester campus.

Becker graduates returning to earn another degree will have credits from the first degree applied toward the second degree where appropriate.

Transfer Admission for Veterinary Science (from a Vet Science Program)

For admission into the Bachelor of Science in Veterinary Science degree program, minimum criteria include:

- Graduation or completion of at least 60 credit hours from a fully accredited AVMA Associate’s Degree program in veterinary technology with a minimum cumulative grade point average of 2.5. The institution must also hold the appropriate regional accreditation.
- Completion of all associate level core veterinary technology courses at an AVMA accredited veterinary technology program with a grade of C or better.

Final selection of transfer students is based on the cumulative GPA of all completed undergraduate courses taken and a GPA calculated on all courses in the physical and biological sciences, mathematics and core veterinary technology courses. Extracurricular factors such as work experience, diversity, and residency are also considered as part of the admissions process. Students transferring with less than 60 credits toward an Associate’s Degree from an AVMA accredited program who meet all other admissions requirements will be reviewed on an individual basis.

Transfer Admissions to Nursing Program

Transfers into the nursing program are considered for graduates of approved licensed practical nursing programs, or students that have attended another nursing program. Applicants for transfer into the Becker College nursing program must meet the general requirements for admission to Health and Science programs, as well as the specific nursing program admission requirements. (Nursing students are required to complete a minimum of 39 credits at Becker College for the Associate Degree in Nursing).

Transfer Admission from other Nursing Programs:

In addition to the Health and Science programs and nursing program general admission requirements, candidates applying for transfer into the Associate Degree in Nursing program from another nursing program must submit to the Director of Nursing for review:

- A letter of recommendation from the Director of the nursing program where prior nursing courses were completed.
• An official transcript from the previous nursing program. Only first semester nursing courses equivalent to Becker College nursing courses (NURS1103/ Essentials of Health Assessment and Promotion and NURS1104/Fundamentals of Nursing with a clinical experience) in which the candidate has achieved a grade of C+ or higher will be considered for transfer review.

• A score of Level 2 or higher on the ATI RN Fundamentals of nursing exam, administered at Becker College.

Candidates that have been approved for transfer admission into the nursing program will be required to complete additional pre-entrance requirements (i.e. complete assigned ATI tutorial program(s), entrance exam).

Licensed Practical Nurses (LPN Applying for Admission to ASN Program with Advanced Standing):

LPN candidates that have been approved for admission to the Becker College nursing program with advanced standing may also be required to complete additional pre-entrance requirements, i.e., complete assigned ATI tutorial program(s) and competencies.

LPN students seeking advanced admission into the Associate Degree nursing program must have:

• A letter of recommendation from the Director of the nursing program where prior nursing courses were completed.
• An official transcript from the LPN program with an overall GPA of 2.0.
• Current valid LPN license.
• A score of Level 2 or higher on the ATI RN Fundamentals of Nursing exam, administered at Becker College.
• An official transcript indicating successful completion of the following first semester corequisite college courses:
  a) BIOL2503 Anatomy & Physiology I (4 credits)
  b) ENGL1001 English Composition I (3 credits)

• A grade of C+ or higher in the Becker College nursing course NURS1103: Essentials of Health Assessment and Promotion. Please refer to Becker College Nursing Student Handbook for promotion and progression policies.

Transfer Admission: Early Childhood Education and Elementary Education

Students who have successfully completed an Early Childhood Education or Elementary Education Associate’s Degree program or equivalent undergraduate academic credit at an accredited institution must have a cumulative G.P.A. of 2.7 or higher and a passing score on the Communications and Literacy Section of the Massachusetts Test for Educator Licensure (MTEL) to enter the bachelor’s degree programs in either Early Childhood Education or Elementary Education. Those students who transfer prior to completing an associate’s degree must have a cumulative G.P.A. of 2.0.
Additional Admissions Information

Advanced Placement

Becker College awards degree credit to applicants who have participated in the Advanced Placement (AP) Program of the College Entrance Examination Board for scores of 3 or better. Please forward official test results to the Admissions Office for consideration.

Campus Options

Students enrolling in programs on one campus may prefer to live on the other campus. This option can be requested on the application for admission or through the admissions office. A campus shuttle provides transportation between the campuses and runs on a regular schedule throughout the day. The majority of students will take classes on both campuses.

College Level Examination Program

Becker will accept a maximum of 30 credit hours through College Level Examination Program (CLEP) examinations. CLEP scores must be at or above the ACE recommended score to be eligible for college credit. The nearest CLEP test center for Becker College is Worcester State College. Contact 508-929-8072 for test dates and payment information. Indicate on the registration form the scores from the exam should be sent to Becker College. The institution code for Becker College is 3079. For more information see http://www.collegeboard.com/student/testing/clep/about.html.

Criminal Background Policy: CORI Policy and & SORI Policy

The College’s initial application for admission includes questions relating to past disciplinary violations at educational institutions as well as felony/misdemeanor infractions. Students who answer “yes” to any of these questions may be required to submit additional information as part of the application process. Some convictions and disciplinary violations may impact admission, licensure, clinical placements and/or program requirements. The applicant is responsible for understanding the impact this could have on his/her future goals.

Becker College supports the need to ensure the safety of the college’s collegiate partners. Students who practice internships and sometimes unsupervised activity with vulnerable populations (e.g. elderly, children, the disabled), may be required to undergo a CORI/SORI record check. The CORI/SORI check is not part of the admission process but is conducted after admission in programs such as Nursing. A felony conviction may affect a student’s ability for clinical placement and may prevent professional licensure. Any criminal charge may affect a student’s ability to complete clinical placement requirements and may affect initial professional licensure. For more information please see http://www.mass.gov/Eeohhs2/docs/dph/quality/boards/good_moral_info.pdf.

Declined Acceptance/Cancellation Policy

Accepted students who decline an offer of admission to Becker College are welcome to reapply. Applications will be reconsidered upon request for up to one year after the date of admission without an additional application fee. Deposited students who elect to cancel, can request a deposit refund, in writing, up to May 1st. Please allow 30 days for processing. The deposit is non-refundable after May 1st.
**Deferral Policy**

Accepted students are permitted to defer their admission one time. Deferral requests are limited to either the first semester or the full year. A written request is required and should be submitted to the Admissions Office no later than 30 days prior to the semester start date. Deferral requests of deposits after May 1\textsuperscript{st} will not be granted. In this case, the deposit will be forfeited and the student will need to reapply for a future semester.

**High School Students**

Becker College has specific agreements to allow current high school students at Leicester High School and Worcester Public Schools to take courses at the college. Guidance counselors in these school systems have more information.

Students from other area high schools who would like to take a course may do so upon approval of the Registrar under non-matriculating student status. Financial Aid is unavailable for high school students. High school students may be required to meet with the Chief Academic Officer.

**Home-Schooled Applicants**

Becker encourages applications from home-schooled students, and makes every effort to accommodate the special circumstances of home-schooled applicants while in the application process. Students who have followed an approved home school program in accordance with the Massachusetts General Laws or the laws of their home state must show evidence that the home school program was approved by the student’s school district’s superintendent or school committee.

Students who have not followed an approved home school program will be evaluated on a case-by-case basis; in some cases, an official General Education Diploma (GED) may be required. Home-school applicants must follow the admission criteria for freshman (or transfer) applicants and submit the remaining necessary documentation.

Additionally, if the home-schooled student is under the age of compulsory attendance, which is sixteen (16) years old in Massachusetts, a letter from the student’s school district’s superintendent or school committee is required stating that the student is not considered truant and would not be required to attend further schooling or continue to be home-schooled if the student has completed his/her home school program before the age of sixteen (16).

The College reserves the right to limit or deny enrollment of any student under the age of sixteen (16) in a course or program based on a case-by-case consideration of a variety of factors, including but not limited to: the student's maturity, life experience, placement test scores, prior education, course content, instructional methodology, and potential risks associated with participation in a particular course or program.

**January Entrance**

The college welcomes new freshmen and transfer students into the spring semester. Due to the sequential nature of some programs, however, those students entering Becker College in the spring may have to delay taking certain required courses in their major until the fall. Deposits for the January semester are refundable upon written request two weeks prior to the start of classes.
Non-Matriculating Student Status

Non-Matriculating student status is given to students wishing to take individual courses at the College without initially enrolling in a degree program. Students seeking Non-matriculating student status must be a high school graduate or have earned a GED*. Student will need to bring proof of graduation/GED to the Registrar’s office to enroll. Non-matriculating students may take up to 3 courses before they must enroll in a degree program. Students may enroll in courses as long as course prerequisites have been met. For approval, Non-matriculating students must submit documentation of prior course work to the Chief Academic Officer. All materials submitted in the application for Non-Matriculating student status will become part of the application folder when applying to a degree program.

*11th and 12th grade students may be permitted to take courses after submitting a written recommendation from his/her high school principal and guidance counselor, high school transcript, ability to take the course (meet the course Prerequisite or equivalent), potential Accuplacer testing and interview by the Chief Academic Officer.

Part-time Admission

Becker College welcomes part-time applicants. Any student enrolled in less than twelve (12) credits in a semester is considered to be part-time. For some programs, however, preference is given to full-time students. Part-time applicants will be notified of their status on a space-available basis during the late spring of the year of entry for fall admissions. Applicants for the spring term will be notified on a rolling basis if space is available.

Post-Decision Review

If selected for admission to the College, all students are expected to maintain an equal or superior level of academic achievement and behavior throughout the remainder of the year. The College reserves the right to rescind offers of acceptance if a) the final academic record is significantly lower than the record at the time admission was granted; b) information is misrepresented on the application; or c) misconduct.
**Office of Administrative Services**  
(Offices of Financial Aid, Student Accounts, Registrar)

**Tuition, Fees, Room and Board Charges**

Becker College is committed to helping students and their families afford a quality education. Financial assistance is available for all eligible students through federal, state and institutional aid programs. Financial aid comes in the form of grants, scholarships, student loans and work opportunities. The Offices of Financial Aid and Student Accounts are happy to discuss all available financing options with families. We will work with parents and students to ensure all costs are met. The Student Administrative Services building hours during the academic year: Monday – Friday 8:30 a.m. - 5:00 p.m.

**Tuition, Fees, Room and Board Charges**

Tuition, fees, room and board charges are posted to student accounts as they are assessed. Payments are applied to accounts when received by the Accounts Receivable area of Student Administrative Services. Students may call the office at (508) 373-9437 with questions concerning their account. If calling from outside the Worcester area, the toll-free number is 877-523-2537.

Becker makes contracts with its employees in advance of the upcoming academic year; a practice common throughout higher education. It is for this reason that we ask new students for a commitment deposit. Moreover, when a student is enrolled, the signature of the student, his or her parents or guardian on the Application for Admission to the College is a firm commitment to pay for all fees and charges assessed. The Board of Trustees may adjust the fees charged in relation to variations in costs to the College. Students may not change resident status, living quarters, or meal plan without permission from the Director of Student Services. Students must maintain full-time status to remain in the residence halls.

**UNDERGRADUATE PROGRAM EXPENSES**

**Financial Policies**

The tuition, fees and other charges described are good faith projections for the academic year. They are, however, subject to change from one academic year to the next as deemed necessary by the College in order to meet its financial commitments and to fulfill its role and mission.

**Application Fee**

A non-refundable fee of $40 is required with the completed application for admission from all new students, transfer students and non-degree-seeking students.

**Commitment Deposits/Housing Deposits**

A deposit of $300 is required for students enrolling at Becker College for the first time (new students, transfer students and non-degree-seeking students). This deposit is applied to the student’s account after charges are applied for the term. *This may be refundable prior to May 1st with proper notice to the Office of Admissions. An additional deposit of $100 ($400
for returning students) is also required for students who plan to live on campus. This deposit is applied to the dorm charge on the student’s account. This deposit is NON-REFUNDABLE if the student should choose to live off-campus or commute after paying the deposit.

A comprehensive list of charges can be found online.

**Annual Tuition, Room, Board, and Fees for – 2013-2014**

- **Full-time Tuition** ................................................................. $30,000
- **Comprehensive Fee** ......................................................... $1,500
- **Standard Room** ................................................................. $5,600
- **Standard 19-meal plan** ...................................................... $5,900
- **Mandatory Health Insurance Fee** ................................. $1,276
- **Part-Time Tuition (per credit)** ........................................ $1,250
- **Standard Single Room Differential ($350 per semester)** .... $700

Additional Fees apply to nursing, design, equine and veterinary programs

**Tuition and Fees for Part-Time Students**

Students may enroll for a maximum of eleven (11) credits on a part-time or non-degree basis. Students who enroll on a full-time basis (12 or more credit hours), but who drop below this level after one week, will be treated as full-time students.

**(NOTE: Dropping to a part-time status may cause an adjustment to your financial aid. Please contact the Financial Aid Office 508-373-9440, before you drop to part-time status to see how this impacts your financial aid.)**

Please see the tuition and refund policy to determine if your charges will be adjusted.

**Meal Plans and Charges**

Every resident student is required to have a standard meal plan except Willow Hall Residents.

Off-campus students may participate if they wish. Meal plan services are not transferable between students. Upon financial clearance, each student will be provided with an identification card which doubles as their meal card. A comprehensive list of meal plans can be found online.

**Health and Accident Insurance**

It is Massachusetts mandate (http://www.mass.gov search QSHIP) that all registered students carrying at least 9 credits are automatically enrolled in a health insurance and accident plan at registration. The premium for coverage is added to the student’s tuition and
fees billing statement. The student may waive the health plan by going to www.universityhealthplans.com and completing the required information. The cost for the health insurance is $1,276 for the 2013–2014 academic year.

Students who participate in Cooperative Education, Career Internship or Clinical Fieldwork may have additional expenses for uniforms, transportation, and malpractice insurance (for allied health majors).

**Nursing Program**

Nursing Program Fee (per semester)* ........................................ $1,000

Uniforms .................................................................................... $200

Travel Expenses ........................................................................ Varies

During the school year, the Nursing student will be involved in clinical settings. These clinical placements are normally secured by the College. Many of the affiliating facilities are not in the immediate Worcester area; travel by public transportation or personal car and parking is necessary. The student will be responsible for any additional expenses, in addition to the uniforms.

*Additional nursing fees are used towards lab supplies, ATI program supplies, malpractice insurance, CORI/SORI and Drug testing information.

**Equestrian Program**

Equestrian Facilities Fee (per semester)........................................ $775

**Design Programs**

Design Program Fee (per semester)............................................. $310

**Veterinary Programs**

Veterinary Program Fee (per semester)....................................... $260

**Payment Policy**

Becker College accepts cash, checks, money orders, credit cards (Visa, MasterCard, American Express and Discover).

Payment can be made in person, by mail, or online. Payments made by cash, check, or money order are accepted at the Student Administrative Services office. In addition, payments can be mailed to Becker College, 61 Sever Street, Worcester, MA 01609. For proper allocation of funds it is required that payments are accompanied by the invoice payment stub and the student’s name and Becker student ID be written on the check.

Credit card payments and check payments are accepted online by logging onto Insite with the following link: https://insite.becker.edu

Payment must be made in full by bill due date for the next semester. Failure to comply could result in being removed from courses, housing and athletics.
Collections

Students will be charged for tuition and fees (as well as room and board for resident students) by Becker College when registering for their classes. In the event that they do not pay their tuition and fees and the college finds it necessary to send any unpaid balance (tuition, room, board and any other related fees) to a collection agency or attorney for collection, the student will be charged the collection fees and/or legal fees and court costs associated with the collection. These fees/costs will be added to the outstanding balance due to Becker College.

Late Fee

Payments received after the due date designated on the invoice may be subject to a $150.00 late fee. This late fee cannot be waived and is assessed each semester on any accounts that have a balance after the billing due date.

Returned Check Fee

Any student who presents to the College a check that is not accepted for payment by the bank because of insufficient funds, nonexistence of an account or other reasons for which the student is responsible is charged a fee of $25. The student must make payment by cash or certified funds equal to the total of the invalid check plus the fee to register for additional courses. In addition, a financial hold is placed on registration, academic transcripts and diplomas until the invalid check amount and fees have been paid.

Second Semester Entrance

The College welcomes new freshmen and transfer students in the spring semester. A reservation deposit of $300, with an additional deposit of $100 for students that plan to live on campus, is due within 30 days upon notification of acceptance. Written requests for a refund of the reservation deposit are honored up to the date of spring registration.

Textbooks

Books and supplies may be purchased at the College bookstore on a cash or credit basis. Depending on the academic program chosen, the estimated cost for books and materials each semester is approximately $500.00.

Personal Property

The College endeavors at all times to protect the personal property of its students. In no case, however, will the College be held liable for losses or theft.

Automobile Policy

All students are permitted to have motor vehicles on campus, provided they are registered with Campus Police. Students who bring vehicles on campus do so at their own risk.
Withdrawal

Students may withdraw from the College only after completing a Student Change of Status form, which is available in the Registrar’s Office. All financial obligations to the College must be met before leaving. A student who withdraws without completing this process may jeopardize any plan to continue his or her education at Becker, as well as cause inconsistencies concerning records maintained at Becker College which may result in future discrepancies with regard to attendance or academic credit. The College reserves the right to require the withdrawal of any student for unsatisfactory academic work or for conduct detrimental to the spirit and operation of the College.

The date of withdrawal is the date when the official notice is receipted and received by the Registrar’s Office. Fee refunds for which the student is eligible will be determined by this date.

Important: If a student fails to formally drop/withdraw from a course(s), the student will be financially responsible for the charges whether or not he/she attends classes.

Fee Refunds

Refunds on tuition and fees for a complete withdrawal for will be made according to the following schedule. (*Students leaving the college for the registered term*)

- During the first week of class 85%
- During the second week of class 75%
- During the third week of class 50%
- During the fourth week of class 25%
- After the fourth week of class 0%

Refunds for room and board changes made throughout the semester will be made according to the following schedule except for Willow Hall. (see Willow Hall policy below)

- During the first week of class 85%
- During the second week of class 75%
- During the third week of class 50%
- During the fourth week of class 25%
- After the fourth week of class 0%

Refunds for Willow Hall made throughout the building agreement will be made accordingly. Requests from residents for termination of their building agreement within the period covered under the terms of the agreement will only be considered for such reasons as complete withdrawal from the college or an extenuating circumstance. A student who breaches the agreement will not be granted a refund during the fall or spring semesters. Students entering into a new agreement for the fall semester who cancel the agreement before 8/1 will be fined accordingly:

- Prior to 5/1 - no fine
- Prior to 5/31 - $500
- Prior to 6/30 - $1000
- Prior to 7/31 - $1500
- After 8/1 billed for entire semester
During the spring semester students who request terminating their building agreement will be fined a $500 termination fee.

*Note: students living in Willow Hall who enter into a meal plan will not be granted a refund of any kind*

When Title IV financial aid is involved in helping a student meet the cost of attendance, Becker College will follow the refund policies that are mandated by the reauthorization of the Higher Education Act of 1992. All Title IV recipients will be refunded using the Federal Refund Calculation. Examples of these refund policies are available at the Becker College Financial Aid Office.

Any refund that includes Title IV aid will be restored to the programs in the following order:

Federal Unsubsidized Stafford Loan, Federal Subsidized Stafford Loan, Federal PLUS Loan, Federal Pell Grant, Federal SEOG, and others. After all federal aid has been returned, refunds will then be returned to state and institutional sources. Any remaining balance will then be returned to the student.

These refund policies are based on mandates issued by the U.S. Department of Education and guidelines issued by the American Council on Education in conjunction with the National Association of College and University Business Officers.

Financial Aid

Application Process - How to Apply

Students are encouraged to apply for financial aid and preference will be given to those who follow the application process described below and complete the steps by March 1 for the upcoming academic year. Students enrolling in January, and applying for spring semester financial aid, should complete the application process before December 1.

If you do not file your financial application in time to meet the priority deadline please know that you can still complete your financial aid file. Late applications will be reviewed in the order received and awarded on a funds-available basis.

In order to award financial aid monies as fairly as possible, the College requires that all aid applicants complete a Free Application for Federal Student Aid (FAFSA). Students must file the FAFSA online at www.fafsa.ed.gov. The FAFSA should be completed by February 15 so that the Financial Aid Office will receive the processed form by the March 1 priority deadline.

Becker College’s Required Title IV Code - 002123

Financial aid is not automatically renewed and students must apply for financial aid each academic year. The College reserves the right to adjust a student's financial aid award in terms of type and amount. All records kept by the Financial Aid Office remain in strictest confidence and we welcome you to contact the Financial Aid Office with any questions you may have regarding privacy policies.

Students are encouraged to investigate and apply for the scholarship program in their state as well as for those scholarships which may be available from community organizations,
parents’ employers, etc. In some cases, the deadline for state scholarships may be as early as February 15 for September entrance. Check with the high school’s guidance office for applications and deadline information. The Internet can be a valuable resource for researching private scholarships. Please visit Becker College’s website at http://www.becker.edu/admissions/financial-aid/types-of-aid/outside-scholarships for links to scholarship search agencies and organizations.

Types of Aid

Scholarships and Grants

Fairlawn Foundation
*For nursing students - obtain forms from Director of Nursing/Director of Financial Aid

Animal Health Club Scholarship

Two $500 scholarships awarded by the Financial Aid Office with funds provided by the Becker College Animal Health Club. Recipients must exhibit need and must be in the Veterinary Technology, Veterinary Science or Animal Care Program.

Air Force ROTC
In cooperation with Worcester Polytechnic Institute (WPI), the Air Force Reserve Officer Training Corps (ROTC) Program is offered to qualified Becker College students. As a member of the Colleges of the Worcester Consortium, Becker College students are eligible to apply for Air Force ROTC at WPI. For more information, see http://www.becker.edu/admissions/financial-aid/types-of-aid/outside-scholarships/air-force-rotc-scholarships.

Army ROTC
In cooperation with Worcester Polytechnic Institute (WPI), the Army Reserve Officer Training Corps (ROTC) Program is offered to qualified Becker College students. As a member of the Colleges of Worcester Consortium, Becker College students are eligible to apply for Army ROTC at WPI. http://www.becker.edu/admissions/financial-aid/types-of-aid/outside-scholarships/army-rotc-scholarships.

Becker Family Grant

A 10 percent tuition discount granted to all students when two or more from the same family are full-time students in Becker’s day division.

D. Llewellyn Evans Scholarship

Sponsored by the Becker College Alumni Association and named for a former long-time Becker faculty member, this award is given on the basis of need and academic achievement. Currently enrolled students apply during the spring semester. Awards usually range from $1,000 to $4,000 and are intended for use during the student’s next year at Becker.
**Ebenezer Crafts Scholarships**

These awards are made to residents of the town of Leicester who have graduated from Leicester High School. Applicants must submit a letter of recommendation to the Becker College Financial Aid Office from a teacher or counselor at Leicester High School.

**Federal Pell Grants**

Awards through this federal program are based on financial need, and enrollment status. The maximum Federal Pell Grant award is $5,550 for the 2011-12 academic year.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**

Awards through this federal program are based on financial need, and enrollment status. The maximum Federal Supplemental Opportunity Grant award is $4,000 for the 2011-12 academic year.

**The George I. Alden Scholarships**

Named for George Alden, a leading Worcester philanthropist, the scholarships are awarded by the College to students enrolled in baccalaureate degree programs. Awards vary in size and are conferred based on academic achievement and financial need.

**The George F. And Sybil H. Fuller Scholarships**

Funded annually by the Fuller Foundation, these scholarships are awarded by the College to students of exceptional merit.

**Gilbert Matching Scholarship Grants**

A program of the Massachusetts Board of Regents of Higher Education, these awards are given to needy Massachusetts students.

**Mother Prosser Opportunity Fund**

The Fund is designed to help Becker College students who have demonstrated the talent and ability to succeed academically, but who are not achieving their full potential.

**The Robert and Marie Cousy Scholarship**

Boston Celtic Hall of Famer Bob Cousy and his wife Marie Cousy initiated this endowed scholarship to encourage underprivileged students to attend Becker College. The college awards these scholarships to residents of Worcester Housing Authority (WHA) properties who are full-time students in the day division. Applicants must submit an application, proof of 34 residency and two letters of recommendation. The amount of the award varies to provide for full financial need. Cousy scholars are also eligible for summer employment/internships at the WHA.
Travelli Scholarship

This scholarship is awarded by the College through funds provided by the Charles Irwin Travelli Fund. Recipients must demonstrate high financial need and a strong academic record.

Aid to be Earned as Wages

Federal Work-Study Program

Students awarded Federal Work-Study (FWS) have the opportunity to earn the amount of their award by working on campus. Work-study students will receive a paycheck every two weeks. Most students work 6-10 hours per week while school is in session to earn their awards. Students are encouraged to use the monies from this program to offset any personal expenses.

Loans to be Repaid

Federal Direct Stafford Loan

The Federal Stafford Loan is a loan and must be paid back. The Stafford Loan interest rate is a fixed rate of 6.8%. There is a 6-month grace period before repayment begins once the student is no longer enrolled in college. Federal Stafford Loan lenders may retain up to 4% in fees; therefore, the actual amount the student receives may be less than the amount borrowed. Stafford Loans are electronically disbursed in two equal disbursements to the student’s account.

There are two types of Federal Direct Stafford Loans: The Subsidized and Unsubsidized Loans. Recipients of Federal Stafford Loans must be enrolled in school at least half-time (6 credits).

- **Federal Direct Subsidized Stafford Loan** is a loan program through which the government pays the loan interest for the student while the student is in school.

- **Federal Direct Unsubsidized Federal Stafford Loan** is a loan program through which the student pays the loan interest while the student is enrolled or the student can elect to have it capitalized once upon graduation.

Federal Origination Fees

Fees vary by loan type. The origination fees for 2013-14 are:

1. Direct Stafford Student Loans (Stafford hereafter): 1.0%
   - 1.0% origination fee less the up-front 0.5% rebate
   - A loan origination fee of 1.0% is deducted from the Stafford loan funds at the time of disbursement. However, 0.5% of this fee is immediately refunded back to the student borrower in the form of an interest rebate. The net-cost is therefore 0.5%.
   - Note: To keep the interest rebate, you must make your first twelve required monthly payments on time when your student loan enters repayment. If you
do not make all twelve monthly payments on time, the rebate amount will be added back to your loan principal.

2. Direct Parent PLUS Loans (PLUS hereafter): 4.0%
   - 4.0% origination fee less the up-front 1.5% rebate
   - A loan origination fee of 4.0% is deducted from the PLUS loan funds at the time of disbursement. However, 1.5% of this fee is immediately refunded back to the parent borrower in the form of an interest rebate. The net-cost is therefore 2.5%.
   - Note: To keep the interest rebate, the parent borrower must make the first twelve required monthly payments on time. If the first twelve required payments are not made on time, the rebate amount will be added back to the loan principal.

This fee will be deducted from each disbursement and paid to the federal government. Dependent undergraduates can receive up to $3,500 as a freshman, $4,500 as a sophomore and $5,500 as a junior, senior, or fifth year senior. Dependent students may also receive $2,000 in an unsubsidized federal loan. Independent undergraduates can receive up to an additional $6,000 for their freshman and sophomore years and $7,000 for their junior, senior and fifth year senior years.

Federal Parent Loans For Undergraduate Students (PLUS)

Parent Loans for Undergraduate Students (PLUS) enable parents of dependent undergraduates to borrow an amount equal to the cost of attendance, less other financial aid. The interest rate is fixed at 7.9% and parents can defer their loan payments while the beneficiary student remains in school at least half time up until six months after your dependent student graduates, leaves school, or drops below half-time.

Should you choose to defer payments during the in-school period and/or the six month post-enrollment period, you will receive quarterly interest statements and have the option to pay the accrued interest. If you don’t make such interest payments, currently any unpaid accrued interest will be capitalized (added to the principal loan balance) at either the end of the in-school deferment or, if taken, the end of the six-month post-enrollment deferment, increasing the overall loan costs. Sallie Mae reserves the right to capitalize interest as often as quarterly.

Massachusetts No Interest Loan

This loan program is sponsored by the Commonwealth of Massachusetts. It is available to residents of the Commonwealth who have demonstrated financial need.

Alternative Loans

Becker College participates in alternative loan programs through a number of lenders. Loans are available for both students and parents. For more information please contact the Financial Aid Office.

Satisfactory Academic Progress

The College, in accordance with federal regulations, requires all students who receive federal financial assistance to maintain a minimum 2.0 cumulative G.P.A. and successfully complete 67% of the credits they attempt.
- **Full-time student:** 12 credits per semester  
- **Three-quarter-time student:** 9 credits per semester  
- **Half-time student:** 6 credits per semester

The complete academic progress policy is included with each financial aid award letter.

**SAP Review**
- SAP is reviewed at the conclusion of each semester (e.g., fall, spring, summer).
- Possible SAP Statuses
  - SAP Met. All components of SAP are met; the student continues to be eligible for federal student aid.
  - Warning. If the student fails to meet any one of the required SAP components, the student will be placed on Financial Aid Warning for one semester. The student continues to be eligible for federal student aid.
  - Ineligible. The student fails to meet SAP requirements after the Warning semester, the student is no longer eligible to receive federal student aid.
  - Probation. A student whose SAP status is Ineligible may appeal for reinstatement of federal student aid eligibility. If an appeal is approved, the student is placed on probation for one semester. Limitations: A student may only be on probation for two consecutive terms; and four terms overall.

**Appeal Process**
- Acceptable Circumstances
  - Personal injury or illness
  - Family injury, illness or other emergency
  - Death of close relative
  - Other extenuating circumstances.
- Required Documentation.
  - SAP Appeal Form. Students must complete SAP Appeal Form, attach required documentation and have the form signed by an Academic Advisor.
  - Letter from Student. Letter must include explanation of why student failed to make SAP, how the circumstances that led to failure to make SAP have changed so as to allow the student to make SAP according to the required academic plan. Students are encouraged to provide documentation supporting extenuating circumstances specified in their letter.
  - Academic Plan. Academic Advisor and student must devise an academic plan that provides a roadmap for the student to make SAP within two consecutive semesters.
- Submission Deadline
  - SAP Appeal requests must be submitted at least a week prior to the first week of classes of the term for which a student has been deemed ineligible.
- Appeal Decisions
  - SAP Appeal Committee will review all requests for reinstatement. The committee decision will be rendered within one week of receipt of all required documents. Possible outcomes are:
    - Approved. Upon the basis of the academic plan, the committee decides to reinstate financial aid for one semester (probation).
    - Denied. The committee decides not to reinstate the student’s federal, state and institutional financial aid. The student is obligated to make alternative payment arrangements. If the student meets SAP requirements in a future term, aid can be reinstated.
• Notification
  o SAP Appeal Committee decisions will be communicated to the student in a letter.

Common Situations Affecting SAP Status
• Incompletes, Failing Grades, Withdrawals. Reduce the student’s rate of progress because these grades count as attempted, but are not included as earned credits. These credits are also included toward the maximum credits allowed.
• Pass/Fail Courses. Count as attempted credits and are included toward maximum allowed credits.
• Repeated Courses. Count as attempted credits, but only once are they counted as earned credits. Each repeat is included toward the maximum allowed credits.
• Transfer Credits. All transfer credits accepted at the College are counted as both attempted and earned and are included toward the maximum allowed credits.

For the most recent information on Becker College’s SAP policy, please refer to our website at http://www.becker.edu/admissions/financial-aid/tools-and-policies/satisfactory-academic-progress.
Student Affairs

As a college whose priority is being responsive to the student’s needs, we strive to focus on the whole student. The goal of Student Affairs is to support each student’s academic experience by providing an environment in which the student can grow intellectually and mature emotionally. Opportunities for extracurricular involvement are plentiful on and off campus. Students are invited to participate in numerous activities that enrich learning and enhance personal development. They are encouraged to get involved and have fun. Due to the fact that student interests vary from year to year, new ideas and suggestions are always welcome. Movies, entertainers, dances, trips, guest speakers and special events are offered, both on campus and off, for student participation and enjoyment. A campus activities calendar is featured on the college website listing all upcoming events.

International Students

Becker College welcomes international students and recognizes the contributions they make to the campus. In an increasingly global society, Becker values the opportunity to learn, respect, and develop an understanding for differing worldviews, values and customs. This intercultural experience broadens and enriches all who participate. Becker College’s small class sizes and caring atmosphere make Becker a great place to study in the United States and, particularly, in New England. Adjusting to a new culture can sometimes be a challenge. Becker College has an international student advisor to assist our international students with all academic, social and personal matters.

Athletics

Becker offers a diverse athletic program that enjoys a widespread reputation for successful intercollegiate competition.

The Hawks compete in the National Collegiate Athletic Association (NCAA, Division III), the Eastern College Athletic Conference (ECAC), Eastern Collegiate Football Conference (ECFC), the New England Collegiate Conference (NECC), Great Northeast Athletic Conference (GNAC) in men’s lacrosse, and the Intercollegiate Horse Show Association (IHSA). Becker takes pride in providing the opportunities for men and women to improve their abilities and to experience the satisfaction of personal growth.

The College sponsors 16 intercollegiate men’s and women’s teams. Students from either campus are eligible to compete. Students must maintain enrollment in 12 or more credit hours of college work as listed in the College catalog during each term of athletic participation. All student-athletes must also be making progress toward a bachelor’s degree. Student-athletes must be academically and athletically eligible in order to participate.

**Athletic teams for men:**
Baseball – Rochdale Park, Leicester, MA
Basketball
Football
Golf – Leicester Country Club
Ice Hockey – New England Sports Center, Marlborough, MA
Lacrosse
Soccer
Tennis
Athletic teams for women:
Basketball
Equestrian – Bonanza Farm, Paxton, MA
Field Hockey
Lacrosse
Soccer
Softball – Russell Field, Leicester, MA
Tennis
Volleyball

Becker makes financial assistance available to all qualified students. For additional information and current athletic schedules, contact the Admissions Office or the Athletic Office.

The College’s athletic facilities are available for student use throughout the week. The Leicester campus boasts alumni fields, a modern, fully equipped gymnasium that incorporates two full basketball courts, and a new state-of-the-art fitness center.

Becker College compiles an annual report to describe its compliance with the Equity in Athletics Disclosure Act (EADA). Information regarding the intercollegiate program is available for review upon reasonable advance request of the Athletic Director.

Campus Activities & Student Leadership Development

The Becker College Campus Activities and Leadership Development (CASL) Office is responsible for the planning and implementation of a vibrant student activities program, directly and through various student organizations. We strive to enhance the overall experience for Becker College students through a variety of social, educational, and cultural programs. The Becker College student experience provides numerous opportunities to get involved and to follow your passion. Becker College empowers you to take initiative, get involved, and be a leader. Be the change.

CASL is located on the second floor of the Fuller Campus Center on the Leicester campus. This office is responsible for advising all student organizations (including the Campus Activities Board and the Student Government Association), oversight of the Fuller Campus Center and its student employees, all student leadership programs, Fitness & Wellness programs on both campuses, and large programs such as New Student Orientation, Family Weekend, Winter Carnival, Spring Fest and Spring Ball.

Campus Activities Board (CAB)

Campus events and programs for Becker College students are planned by Becker College students. The Campus Activities Board (CAB) is a student organization that works in conjunction with Campus Activities and Student Leadership Development to plan activities and events for all students at Becker College. CAB provides student-led social, cultural, and educational events for Becker College students in line with the College’s goals and mission. Any Becker College student can join CAB and participate in the planning process for events. A complete listing of meeting times and locations can be found on the CAB website at http://www.becker.edu/student-life/student-activities/campus-activities-board/.
**Student Government Association (SGA)**

The Becker College Student Government Association (SGA) serves as the official voice of all Becker College students. The SGA protects and promotes the best interests and rights of the student body, and serves as the liaison between the students and the College administration. In addition, SGA works with student groups to enhance the overall student experience and promotes the name of the College through community service activities. Officer and representatives are chosen each academic year through general elections. Meetings are held on a weekly basis and open to all students. A complete listing of meeting times and locations can be found on the SGA website at [http://www.becker.edu/student-life/student-activities/student-government-association/](http://www.becker.edu/student-life/student-activities/student-government-association/).

**Student Organizations and Clubs**

There are many interesting student organizations and clubs to choose from at Becker College. It is also very easy to start a club if you have a special interest that you think other Becker College students will enjoy! The Office of Campus Activities and Student Leadership Development is here to support all student leaders. The staff in our office is available to meet with any student who wants to explore the opportunities to get involved on campus. Student leadership is a great way to get involved on campus and develop skills that you will use to flourish at Becker College and beyond! A student organization fair is held at the beginning of each semester, and provides students an opportunity to learn more about existing clubs and opportunities. A complete listing of all current student organizations can be found here: [http://www.becker.edu/student-life/student-activities/clubs-organizations/](http://www.becker.edu/student-life/student-activities/clubs-organizations/).

**Fitness and Wellness at Becker College**

Becker College is committed to health of the whole person: physical, emotional, and spiritual. Classes are offered every semester in areas that students request such as yoga, Zumba, P90X, dance classes, and personalized strength training. Additionally, intramural sports are also offered on a rotating basis depending on the season and student interest. Intramural sports are a great way to participate in sporting activities regardless of personal skill level. Past intramural sports offered include football, basketball, dodge ball, and bowling. Learn more about Fitness and Wellness here: [http://www.becker.edu/student-life/student-activities/intramurals/](http://www.becker.edu/student-life/student-activities/intramurals/).

**Counseling Services**

Counseling services are offered to all full-time students at the college to aid in the attainment of students' academic, vocational and personal goals. Counseling offices on each campus provide services to help students resolve problems, learn new skills, and grow emotionally and socially. Counseling sessions are free and confidential. Counseling records are never made a part of academic records or transcripts. Services include:

- **Individual and Group Counseling** Individual counseling is available to assist students in resolving personal problems and to help them to make the most of their college experience. Support groups and educational groups on a variety of topics are also offered throughout the year.

- **Consultation/Referral** Students sometimes require medication or other services not available on campus. Counseling Services staff are available to make referrals to community resources.
- **Educational Programming** Workshops and seminars are offered throughout the year to encourage learning outside the classroom. Offered in conjunction with other Student Affairs departments, topics may include stress management, depression screening, violence prevention and others.

Further information can be obtained by visiting the counseling webpage at: [http://www.becker.edu/student-life/health-wellness/counseling-services](http://www.becker.edu/student-life/health-wellness/counseling-services).

**Health and Wellness Services**

The Student Health Services Department at Becker College offers a multidisciplinary model of health care. A variety of beneficial services are available to the student which includes educational health promotion that supports the optimal health and wellness of our entire college community.

Through specialized programming, students are empowered to make informed decisions and healthy choices regarding their personal health and safety. Some of the many educational prevention programs offered include: nutrition, smoking cessation, alcohol and substance use and abuse, sexual responsibility and safe sex, and breast and testicular cancer awareness.

Student Health and Wellness collaborates with other college departments to provide students with education and support for alcohol and drug prevention. Individualized support is available for those students that are experiencing difficulties related to substance use/abuse.

The Student Health Services office is located on the Leicester Campus on the first floor of the Campus Center West. For your convenience, shuttle services are available from the Worcester Campus on a regular basis.

The office is staffed by registered nurses under the direction of a physician medical director. The hours of operation are Monday through Thursday 9:00 a.m. – 4:00 p.m. and Friday 9:00 a.m. – 2:00 p.m., when classes are in session. The college physician is available by appointment on Tuesday afternoons from 1:00 p.m. – 4:00 p.m. On-site services include: medical treatment for most minor injuries and illnesses, limited immunizations and over the counter medications, health education and wellness promotion. Please call 774-354-0471 for more information and/or an appointment.

For the health and safety of our entire college community, completed Student Health Records are required before arrival to campus. Students who have not supplied the required medical information may be prohibited from registering for classes and/or moving into campus housing.

Student Health Records are maintained in a secure and locked facility. Records are kept strictly confidential and are never part of a student’s academic record or transcript. Records can only be released with a signed consent from the student.

Services are provided at no additional charge for active Becker students regardless of individual insurance type. In order to receive safe and proper treatment, students must have
a complete medical record on file and be compliant with state mandated requirements, which can be found at www.becker.edu/student-life/health-wellness/.

Students MUST maintain active health insurance status throughout the entire year. All students registered for 9 or more credits are automatically enrolled in the Becker-sponsored accident and sickness plan. If you have other coverage that is comparable or better than this plan you may waive the school plan or you may pre-enroll in the insurance plan please visit www.universityhealthplans.com. If your insurance is cancelled or dropped for any reason, please immediately notify Student Health at 774-354-0464 or Student Accounts at 508-373-9434.

Extended Medical Absences: Please notify our office of absences greater than 3 days. Medical documentation must be provided for any absence > 3 days. To maintain your privacy and confidentiality, please do not give medical notes directly to your professors. Students are responsible for reviewing the absence policy for each class (found on syllabus) and for contacting individual professors for all missed work. Medical absences may still be considered unexcused; please discuss attendance concerns with your professor. Student Health does not provide absence notification for health-related issues that are less than 3 days in duration.

For more information, please visit our Student Health web page at www.becker.edu/student-life/health-wellness.

Residence Life

The Office of Residence Life has a strong commitment to creating an environment in the residence halls that will assist students in their growth and development. Effort is made to create an environment that encourages academic excellence, social competence, independence and a sense of community living. A well-trained staff including Area Coordinators, Graduate Resident Directors and Resident Assistants will provide programming, guidance and support to the resident hall community. When these activities are combined with the active participation of the residents, the halls become more than just places to sleep; they become living and learning environments.

Residents are encouraged to be actively involved in their resident hall and connect with the Residence Life Staff and take advantage of the knowledge, experience and enthusiasm that they provide.

The Department is staffed by a Director of Residence Life and Student Conduct who provides leadership to the department and coordinates the student conduct system. He supervises the Assistant Director who performs the operations of the department, housing assignments, billing, room changes, summer housing, damage billing and opening and closing of the halls. The department includes four area coordinators; two each in Leicester and Worcester and several Graduate Resident Directors who supervise a group of Resident Assistants, adjudicate allegations of student misconduct, and provide opportunities for community building in the residence halls.

Campus Police

The Becker College Campus Police Department is staffed by sworn and licensed Special State Police Officers with full police powers under Massachusetts General Law Chapter 22C,
Section 63 as well as a supplement of trained security officers. The mission of the department is to provide a safe and secure environment for the entire college community in order to support the educational process, as well as each individual's rights. The department's organizational structure provides for immediate feedback on crime and safety issues from all members of the Becker College community, both student body and employee alike. Through a proactive patrolling and educational effort, the Becker College Police Department is able to constantly improve its delivery of services. The open-ended organizational communications network only furthers this process. The Becker College Police Department provides coverage seven days a week, 24 hours a day, 365 days a year on the Worcester & Leicester Campuses. In addition, sworn Special State Police Officers reside on both campuses. These officers are on call and provide additional coverage or assistance to the Becker College Community as needed.

For a full account of crime statistics in accordance with 20 US Code Section 1092(f) please review the Becker College Annual Security and Fire Safety Report at the following website.

http://www.becker.edu/about/offices/offices/campus-police/safety-report

This information is provided in accordance with the “Jean Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act”.

Career Services

The mission of Career Services at Becker College is to educate students on how to successfully manage their careers throughout their life in an ever-changing world. We encourage experiential learning, provide resources and teach students the skills necessary to begin and continue satisfying careers. Through a variety of programs, workshops, career courses and internship opportunities, Becker students are prepared for a variety of career opportunities.

Career Services staff are committed to guiding students towards exploring career fields of interest, preparing for and conducting internship and job searches, creating meaningful connections with employers and encouraging community social responsibility.

Students are encouraged to begin the career development process with Career Services as early as their first year by making an appointment with a career counselor to discuss their major and career options, sophomore year to fine tune resumes and cover letters and participate in a career course, junior year to pursue internship opportunities and senior year to understand the job search process and power of networking. Throughout the course of their four years, students will have numerous opportunities to participate in career learning experiences and interact with industry professionals and alumni.

Alumni Association

A population of more than 20,000 alumni represents a Becker community in all 50 states and in 30 countries. The Alumni Office continually reaches out to that population with the help of an active alumni board of directors. The Athletic Hall of Fame, the Alumni Admissions Volunteer Program, the D. Llewellyn Evans Scholarship Fund, Alumni Homecoming, and class reunions are the major initiatives coordinated by the office and the board to support alumni and the College. The Alumni Office publishes the magazine, Becker Bridges, quarterly, to keep graduates and the greater community in touch with developments at Becker.
Academics

For the most up-to-date information regarding Becker College's Policies, please see our website at http://www.becker.edu/academics/academic-resources/academic-policies.

Student Rights and Responsibilities

Statement on Student Rights

Becker subscribes to the American Association of University Professors, et al., "Joint Statement of Rights and Freedoms of Students." The following points are especially noteworthy:

Freedom to Learn

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for maintaining the standards of academic performance established for each course in which they are enrolled.

Freedom of Association

Students bring to the campus a wide variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests.

Freedom of Inquiry and Expression

Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately.

Student Access to Educational Records – Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Educational records are defined as"...records, files, documents, and other material...which contain information directly related to a student...Educational records do not include personal files of faculty and administrative personnel, law enforcement records, medical records, or parents financial records."

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when s/he reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” Per the Act, a student may inspect and review their education records, may seek to amend those records, and may limit disclosure of information from the records.

Release of Records Form

Each student has the option to file a Release of Records Form with the Registrar’s Office. The form will allow college officials to speak to the individuals identified on the form
about the student’s educational records. Particulars may include academic standing, grades, class attendance, disciplinary issues and financial obligations. If the student chooses not to complete the Release of Records Form, it may limit the College’s ability to contact others in the event of an emergency.

Disclosure of educational records without the written consent of the student is prohibited except in certain instances as permitted by the FERPA (http://www.ed.gov/policy/gen/guid/fpco/ferpa/students.html). Becker College will, with proper documentation and a written request, disclose student academic education records to the parents of a dependent student (Becker must have proof of dependency via signed IRS Tax forms on file, or parent/guardian will have to submit). For student financial education records, if proof is already on file, the Financial Aid and Student Accounts offices will speak to the parent named on the Free Application for Federal Student Aid (FAFSA) without a special written request, however, you may be asked to verify your identity.

Any other release of non-directory information will be granted per the student’s consent on the Release of Records Form as noted above. For the protection of the student, a photo ID may be requested before any non-directory information is released, even to the student.

Directory Information
Becker College designates the following categories of student records information as directory information:

- Student’s full name
- Local address/permanent/campus mailing address
- Hometown
- Place of birth
- Major field of study
- Status (full- or part-time); class level (FR/SO/JR/SR)
- Participation in officially recognized clubs/activities/sports
- Most recent previous school attended
- Members of athletic teams (height included)
- Dates of attendance
- Degrees, honors and awards received
- Photographs

Directory information will be disclosed by Becker College without prior consent of the student. If the student wishes to restrict the release of Directory Information, s/he must inform the Registrar’s Office in writing.
Academic Information

Academic Credits

Federal Definition of a Credit Hour:

...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Distance Learning

Courses may be offered in different learning formats such as distance learning, hybrid courses, or the traditional format. Equivalent work as described above is expected and the same course objectives should be met.

Distance learning is an educational process in which the majority of the instruction occurs when a student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, video, and/or computer technologies.

Hybrid learning is a blend of face-to-face instruction with online learning.

Academic Honesty

The College is committed to creating a community that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards, and treating with everyone in a respectful manner.

Academic honesty is essential to the intellectual health of a college and the ideals of education. Honesty and integrity are fundamental values that guide and inform us as individuals and as a community. Becker College expects students to be honest and to conduct themselves with integrity in all aspects of their relationship with the college. Examples of these are application, transfer evaluation, academic progress review, credit and non-credit bearing experiences, including regular course work, independent studies, internships, practica, student teaching, and interactions with faculty, staff, and students. Any form of dishonesty, academic or otherwise, adversely affects the educational function of the College and undermines the integrity of its programs.

Some actions cannot be tolerated because they seriously interfere with the basic purpose and processes of an academic community, or with the rights accorded other members of the community. By formulating a general code of ethics, rights, and responsibilities, the College
reaffirms the principle of student freedom coupled with personal responsibility and accountability for individual action and the consequences of such action.

Students are not only members of the academic community but also members of the larger society. Thus they retain the rights, protection, guarantees, and responsibilities that are held by all citizens. A student is not immune to prosecution by local, state, or federal enforcement agencies, whether or not the College takes action on the violation.

Dishonest conduct includes, but is not limited to, cheating, plagiarism, unauthorized collaboration, forgery, alteration of records, along with any lying, deceit, bribery, coercion, or intimidation for the purpose of influencing a grade or for any other academic gain. Action against a student determined to have violated the academic honesty policy can range from a reduction of the grade on an assignment, through failure of a course, to suspension or even dismissal from the academic program, the department, or the College.

We desire to prevent the spread of behavior and practices that alone and in themselves appear tolerable, but when widespread or repeated may threaten to undermine the morale, trust, and good faith necessary in an academic community.

Commission of offenses such as willful neglect of proper requests, lying, broken promises, intentionally furnishing false information to a Becker official, and failure to present proper identification renders one accountable and liable for judgment or disciplinary action. A student who is charged with academic dishonesty will be afforded due process through the College appeal system.

Acts such as but not limited to assault, battery, harassment (which would include sexual harassment), hazing, dangerous and/or binge drinking, substance abuse, stalking, rape, abuse, theft, damage, threat, injury, possession or use of firearms or explosives, fraud, blackmail, unfair discrimination, slander, impairing the well-being of another community member or self, suicidal gestures, or invasion of privacy render one liable for disciplinary action.

**Applicability of Policy**

The student rights and responsibilities apply principally to conduct that occurs on College premises or at College-related activities or facilities including class sessions and all other educational activities. College premises mean all land, buildings, facilities, and other property owned or leased by Becker College. Off-campus conduct may also subject a student to disciplinary or other appropriate administrative action when it is reasonably perceived to pose an imminent threat of physical or mental harm to the safety of the student or others, or reflects on a student's fitness to continue in the academic program in which she/he is enrolled. In addition, the College may respond to other off-campus student conduct through non-disciplinary or administrative interventions. Repeated conduct of this kind may cumulatively form the basis for on-campus judicial action.

**Violations**

Individual faculty members determine the sanctions to be imposed for violations of the standards described above as regards to their specific courses and publish them in their course syllabus. Regardless of faculty specified sanctions, or in the event the specific violation is not discussed, the college-wide policy still applies and sanctions may be imposed.
as described below. Violations of any of the standards within a specific course will be reported to the Academic Dean.

Sanctions

Sanctions for violations of any of the standards will be reported to the Academic Dean and include one or more of the following:

1. a written warning,
2. a zero on the indicated coursework,
3. a grade of F in the course,
4. withdrawal from the course with a grade of WP or WF
5. suspension for one or more semesters,
6. dismissal from the College.
7. expulsion from the College

A student can be dismissed after a first offense if the violation is egregious as determined by the Student Affairs Committee.

Academic Progress

Academic Warning I

Students whose cumulative grade point average falls below 2.00 will be placed on Academic Warning Tier 1. Each student on Academic Warning I will receive a letter explaining the placement and the consequent steps to follow upon returning to campus. Students on Academic Warning I will need academic advisement and permission to add/drop/withdraw from courses and to pre-register for the following semester. All forms are available in the Registrar's Office.

Academic Warning II

Students whose cumulative grade point average falls below 1.90 will be placed on academic warning Tier 2. Each student on Academic Warning II will receive a letter explaining the placement and the consequent steps to follow upon returning to campus. Students on Academic Warning II will need academic advisement and permission to add/drop/withdraw from courses and to pre-register for the following semester. All forms are available in the Registrar's Office.

Further, each student on Academic Warning II may not register for more than 14 credits in one semester. The student will be responsible for meeting with his/her advisor to re-register for classes so as not to exceed the 14 credit maximum. The student may be removed from Academic Warning II by raising his/her CGPA above 1.90.
Academic Dismissal

Students whose cumulative grade point averages do not meet the following levels risk not being permitted to continue at the College:

**End of the first semester**

1.50 – Credits attempted: greater than or equal to 12, but less than 24

**End of the second or subsequent semester**

1.75 – Credits attempted: greater than or equal to 24

The Registrar will review the records of all students who do not meet the above criteria. Each Academically Dismissed student will receive a letter explaining the placement and the steps to follow before returning to campus. All students who have been notified of dismissal have the right to appeal in writing to the Academic Dean within ten (10) days of that notification. Each appeal will be reviewed and dispositioned. First time appeals will be granted under the following conditions:

The student’s academic courseload for the next term is determined by the Chief Academic Officer or designee, and will include in most cases courses which have been failed or for which near-failing grades have been received.

Student must achieve a 2.0 GPA for the term following reinstatement OR achieve a cumulative GPA which brings him/her above the threshold for dismissal.

Other conditions may be imposed.

Students who fail to meet the conditions of reinstatement may be allowed to continue at Becker College only following completion of a minimum of three courses at a regionally accredited college receiving transferrable grades (C or greater).

Students receiving financial aid should review the policy for Satisfactory Academic Progress for Financial Aid Recipients. (See Financial Aid Section)

Dismissed/Reinstated students will need permission from the Chief Academic Officer (or designee) to add/drop/withdraw from a course(s).

**Accommodations for Students with Disabilities**

The Collaborative Learning Center acts as a liaison between students and faculty members. Students with documented disabilities who require special accommodations must make an appointment with a professional staff member in the Collaborative Learning Center each semester. In order to receive special accommodations, students are required to submit documentation to a professional staff member. After meeting with a staff member, it is incumbent upon the student to arrange a conference with his or her professor(s) to discuss the necessary accommodations for each particular course. The college will do everything possible to accommodate the student; however, the student must go through the proper channels. It is in the student’s best interest to schedule an appointment at the Collaborative Learning Center as close as possible to the beginning of each semester. Please be assured that information concerning any disability will remain strictly confidential. Additional information can be found under Academic Services.
Appeal of Final Grade Received

When a student believes strongly that the final grade received was less than what it should have been due to error or deliberate action, the student must appeal the final grade in writing to the Instructor within ten (10) days of receiving the final grade.

The College has an appeal process under which the student appeal is successively reviewed by the concerned faculty member, the Department Chair and the Student Affairs Committee, who will communicate its final recommendation and the rationale for that recommendation to the Academic Dean.

Attendance Policy

All students are expected to be regular in attendance at all classes. Absence from class for any reason does not relieve the student from responsibility of completing all assigned work and may adversely affect the grade when class participation is considered in marking. Repeated absence will not lead to an automatic withdrawal from the course or school (see Withdrawal policies). This is not meant to preclude the faculty member’s ability to withdraw a student from a class based on their written attendance policy.

Each faculty member establishes an attendance policy for his or her courses, including laboratories, announces it to each class at the beginning of the semester and includes it in writing on the course syllabus. Such a policy may include the criteria for the instructor to withdraw the student from the course based upon a number of absences. It is recommended that students be permitted no more than 4-5 contact hours of absence in any course.

Auditing a Course

For students wishing to audit a course offered at the College, tuition will be charged at half the normal rate. Course audits are approved on a space-available basis (a student approved to audit a course may be bumped for credit-seeking student.) Becker students wishing to audit a course requires permission of their Academic Advisor and approval by a Department/Program Director; non-Becker students must receive permission from the Department/Program Director (forms are available in the Registrar’s Office). Hands-on courses (learning laboratories, clinicals and practical experience) will require permission of the Academic Dean.

Students must request audit status prior to the end of the add/drop period. If the student changes his/her mind and wishes to take the course for credit, s/he must notify the Registrar’s office before the end of the add/drop period.

Cellular Telephones, Communications and Entertainment Devices in Classrooms and Academic Buildings

Students carrying cellular phones and other communications and entertainment devices into classrooms and in academic buildings where classes are being held must place them on “silent” mode.

Students are prohibited from using cellular telephones, communications and entertainment devices (ipods, PSPs, etc.) in the classroom. While class is in session, students will refrain from answering or communicating with such devices until class has been dismissed. Failing to comply could result in removal from class and a recorded absence for the session, rejection from the building or other disciplinary action.
Students, staff and faculty are prohibited from using cellular phones and other devices except for duly authorized academic purposes or safety reasons in all classrooms, libraries and academic areas in the Health Education Center, Weller Academic Building 2nd and 3rd floors, Borger Academic Center 1st and 2nd floors, Marsh Hall and any other buildings where classes are scheduled.

Each faculty member is responsible for establishing an electronic devices policy for his or her courses, announcing it to each class at the beginning of each semester and including it in writing on the course syllabus. Penalties or sanctions should be part of this policy.

**Colleges of Worcester Consortium**

Becker is a member of the Colleges of Worcester Consortium, an association of twelve Worcester-area colleges and universities which sponsor interlibrary loan services, social events and a course cross-registration system to broaden course offerings. Full-time (at Becker) students may take one course per semester (fall and/or spring only) free of charge, at any other participating consortium institution, depending upon availability. They must secure a cross-registration form from the Registrar’s office. Exceptions are the additional fees charged for special programs, laboratory materials and supplies, and the determination of a course overload whereby students may be required to pay a course fee to their home institutions. The right to deny permission to carry a course overload is retained by each institution based on its own requirements.

**Complete Withdrawals**

A student wishing to withdraw from the college must follow this procedure*:

- Pick up a withdrawal form in the Office of the Registrar and discuss the reason for withdrawing.
- Meet with his or her Faculty Advisor.
- Contact Financial Aid to determine the status of any financial aid that may be involved.
- Contact Student Accounts to determine final balance.
- Resident students must bring residence hall keys and student identification to Student Services. Commuting students must bring student identification to Student Services.
- Take the form signed by each of the above persons to the Registrar’s Office (form is processed on the date received, not last date of attendance).

Students withdrawing without following this procedure will not be withdrawn from their courses. As a result, the student may receive failing grades in all courses and will not be eligible for fee refunds. This may jeopardize the student's ability to transfer to, or take courses at, other educational institutions. For individual course withdrawal, refer to the course changes section of the academic catalog.

A student who withdraws from the College at any time during the semester after the last day to add or drop a course will receive a grade of W in all the courses in which the student was registered at the time of the college withdrawal.

*Students may not withdraw from the College (from all courses) via Insite.
Individual Course Withdrawals

If the student drops a course before the last day to add or drop a course (see the academic calendar), the course is not recorded on the student’s record. A grade of W, WF is given to a student who withdraws from a course after the last day to add or drop a course, but before the last day to withdraw without a grade. If a student drops a course after the last day to withdraw from a course without a grade, the student will receive a grade of WF for that course. WF grades negatively affect the GPA. The instructor may request a grade of WP, which will not affect the GPA.

Course Changes – New Students (non-transfer)

Changes in course registration may be made during the add/drop period by securing a course add/drop form from the Registrar's office or using INSITE.

**Course Add:** Students who fail to get the proper approval (if needed) or to return the form or register on INSITE by the close of business on the final add/drop date posted on the Academic Calendar, will not receive credit for the course involved and may jeopardize chances to enroll into another available course.

**Course Drop:** If a student fails to drop a course by the end of the add/drop period, never attends a class or stops attending a class for which s/he was registered, s/he may ultimately receive a failing grade for the course(s) not dropped. Courses dropped during the add/drop period will not appear on the student’s record. Courses dropped after the add/drop period will be recorded with a grade of W, WP or WF.

**Course Withdrawal:** Unless specified in individual instructor’s syllabus attendance policy and requested by the instructor, students will not be automatically withdrawn from a course simply due to their attendance. The student must formally withdraw from a course she/he no longer wishes to attend. Course withdrawal forms are in the Registrar’s office.

Course Changes - Current Students & New Transfers

1. All course add/drops must be completed via Insite by the end of the add/drop period.

2. Course withdrawals - same as #3 above.

Any course changes may result in an adjustment of one’s billing and/or affect one’s financial aid, housing eligibility and/or athletic eligibility.

**Dean’s List**

The dean’s list, published each Semester, includes all full-time students (24 or more credit hours earned for the academic year; 12 minimum each semester – September through May) whose term grade point average is 3.50 or higher with no grade below a B- and no incomplete (I) or withdrawal/failing (WF) grades. GPA requirements for Dean’s list are not rounded.
National Honor Societies

Each year during the spring semester, the College participates in three national honor societies, Alpha Chi, Alpha Lambda Delta and Alpha Sigma Lambda.

Alpha Chi

The Massachusetts Theta Chapter of Alpha Chi recognizes and promotes scholarship and those elements of character that contribute to high scholarly achievement. The national constitution of Alpha Chi limits membership to the highest ten percent of full-time students in the junior and senior classes. To be eligible for election, a transfer student must have earned not fewer than twenty-four semester hours of credit toward a baccalaureate degree.

Alpha Lambda Delta

Alpha Lambda Delta (ALD) is a national honor society that honors academic excellence during a student’s first year in college. The mission of Alpha Lambda Delta is to encourage superior academic achievement, to promote intelligent living and a high standard of learning, and to assist students in recognizing and developing meaningful goals in society.

Qualifications:

- Earned a 3.5 - 4.0 G.P.A. during their first semester at Becker College
- Must not have been enrolled in any foundations courses during first semester
- Must have been a full-time student during first semester

Alpha Sigma Lambda

Alpha Sigma Lambda (ASL) recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Alpha Sigma Lambda is dedicated to the advancement of scholarships and recognizes high scholastic achievement in an adult student’s career.

Qualifications:

- A GPA between 3.5 and 4.0
- Completed a minimum of 50 credits
- Be a matriculated student
- 50 credits must be earned at Becker College
- Must have been a student for a minimum of four terms on at least a part-time basis

Degree Completion

Full-time associate degree program students are required to complete the degree within a five-year period; full-time bachelor degree students are required to complete the degree within a ten-year period. Each period is determined from the date of matriculation. If any enrollment lapses beyond two years, students will need to be formally readmitted to Becker (see Withdrawing and Returning to Becker pg. 69) and will need to meet the degree requirements of the catalog currently in force at the time of readmission.
Freshmen Assessment

All entering freshmen students are required to take screening assessments in English and Mathematics unless transfer credits in English or Mathematics have been granted or assessments have been waived by virtue of SAT scores. The results are the basis for the student’s placement in subsequent courses. Freshman schedules may be restricted in terms of courses and credit load based on those testing results.

Full-Time/Part-Time Status

Full-Time Student Status

All full-time students (12 or more credit hours) are permitted to enroll for a maximum of eighteen (18) credit hours per semester, unless they are on Academic Warning II. The tuition charge for these courses is covered by the full-time rate. In an exceptional circumstance, a student may receive a recommendation from his or her faculty advisor and the approval of the Academic Dean to take more than eighteen (18) credit hours (course overload). In such a case, the student must have a minimum CGPA of 3.00 and will be charged an additional tuition fee at the part-time student rate. In instances where the overload is due to one 4 credit course, with a total of 19 credits, the 3.0 requirement will be waived at the request of the Academic Advisor and the consent of the Academic Dean. Overload fees will still apply. Students with a CGPA below 2.0 will not be allowed to take an overload. Course overload forms are available in the Registrar’s office.

Full-time students in traditional undergraduate programs who have completed a minimum of 12 credits at Becker and whose GPA is 3.9 or above will be allowed to take one additional course (up to three credits) at no additional charge. This will apply only to the fall and spring semesters, and may include Consortium courses. This does not raise the number of courses which students can take through the Consortium.

Part-time Student Status

Any student enrolled in less than twelve (12) credits in a semester is considered to be part-time. A student may complete nine (9) credits or three (3) courses prior to matriculating into a program of study. After the completion of nine (9) credits or three (3) courses, the student must formally apply for admission and submit all materials required for acceptance into a degree program to the Admissions Office. The applicant will be notified in writing by the Dean of Admissions once a decision has been made. The completion of three courses is not, in itself, a guarantee of admission into a degree program.

Freshmen Schedules / Placement Testing

All entering freshmen students are required to take screening assessments in English and Mathematics unless transfer credits in English or Mathematics have been granted or they meet the conditions for waiver of Accuplacer based on SAT scores, described below. The results are the basis for the student’s placement in subsequent courses. Based on testing results, the following restrictions may apply to freshmen who are required to take foundations courses:

- Foundation courses will be scheduled during the first semester of the freshmen year;
- Foundations courses cannot be dropped;
- Freshmen who are taking foundations courses are restricted to 14 credits for the semester;
- Students who fail to achieve a satisfactory grade in a foundations course will be required to repeat it in the following semester.

Waiver of Accuplacer based on SAT scores:

Students with a minimum score of 500 on the SAT-C (or ACT score of 18) are waived from the English components of the Accuplacer and placed into ENGL1001, English Composition.

Students with a minimum score of 500 on the SAT-M (or ACT score of 22) are waived from the Mathematics components of the Accuplacer and placed into MATH1200, College Algebra. Students who wish to take the Mathematics components of the Accuplacer to attempt a higher level Mathematics placement are encouraged to do so; the placement into MATH1200 by SAT will not be jeopardized.

Students with a minimum score of 570 on the SAT-M (or ACT score of 26) will be placed in the next mathematics course required or recommended for their major course of study. An SAT-M score of 650 (or ACT score of 30) allows for placement into Calculus. These students will still be required to take the number of mathematics courses required by their degree program.

All entering freshmen will be registered in the First Year Experience course (ACAD1001). This course is waived if the student has 12 or more transfer credits. The following restrictions apply to this course:

- ACAD1001 cannot be dropped;
- Students who fail to achieve a passing grade in this course will be required to repeat it in the following semester.

General Education

Becker College believes that an educated person should possess an understanding of the humanities, social sciences and sciences including mathematics. Consequently, each academic program at the College contains courses in these primary domains of human knowledge; they are referred to as general education courses.

General education courses help assure that students gain a competency in oral and written communications, demonstrate analytical abilities, appreciate artistic endeavor within our culture, display sensitivity to current ethical and moral issues in our society, and have a commitment to the value of learning throughout their lives. Some general education courses are required in each program while general education and other electives offer students a variety of choices from the College’s catalog. These electives are depicted in each curriculum by one of the following notations within the parenthesis after the word ‘elective’ (Business, Exercise Science for Sports Management, Humanities, Mathematics, Global Awareness and Diversity, Science, Social Science, and Veterinary Science).
Requirements for the Bachelor’s Degree – these are minimum requirements; individual degree programs may have more extensive requirements in any area.

**Written and Oral Communication**
9 credits  ENGL1001, ENGL1003, and a communications elective

**MATH**
6 credits

**Science**
7 credits – must include one lab science

**Global Awareness and Diversity**
3 credits

**Humanities and Social Science**
15 credits total

  **Social Science**
  6 credits  must be taken in two different disciplines

  **Humanities**
  6 credits  must include one history course

  **Open Humanities and Social Science**
  3 credits

**Technology and Society**
3 credits

**Health Education**
3 credits

Requirements for the Associate's Degree – these are minimum requirements; individual degree programs may have more extensive requirements in any area.

**Written and Oral Communication**
6 credits  ENGL1001, ENGL1003

**Math**
3 credits

**Science and Technology**
6 credits

**Humanities and Social Science**
6 credits

**College Core Courses**
All degree programs offered by Becker College include the satisfactory completion of core competencies as identified by the faculty. The first competency is the English language competency which is met by the successful completion of ENGL1001 English Composition I and ENGL1003 Writing about Literature. Freshmen’s testing determines the student’s readiness to enroll in this sequence of courses. Students may be required to enroll in a foundational English course as preparation for the English sequence.

Students may be required to enroll in a foundational mathematics course depending on the results of freshmen testing. Students who have a mathematics requirement in their program of study must satisfactorily complete the foundational mathematics course prior to enrollment in any subsequent mathematics course.

The last competency required is in computers. This competency is met through the “Technology and Society” course, INFO1001, which is required of all students enrolled in bachelor's degree programs.

**Graduation Requirements**

A student must submit an Intent to Graduate form on INSITE prior to the following deadlines to be audited in a timely fashion. Students should not file their intent to graduate more than TWO semesters prior to their intended graduation date.

- May 1 - for the following December graduation date
- July 1 - for the following May graduation date
- December 1 - for the following August graduation date

Intents received after a deadline may not be reviewed in time for the student to make proper course selections in subsequent semesters and, as a result, the student may be denied graduation and/or ceremony participation**. As always, the student is responsible for knowing his/her program requirements and staying on track to meet requirements for graduation. The audit resulting from an Intent should only be relied upon as a final check to determine when graduation will be conferred.

** Participation in Commencement does not imply that the student has met all degree requirements and therefore, s/he should not automatically expect a diploma.

**If you intend to participate in the commencement ceremony, you must complete a cap and gown order form. Forms are available at Student Services or the Registrar’s office.

***If you have not completed all required course work, please review the Withdrawing and Returning to Becker policy (pg. 69).

**Academic Distinction**

Honors designations for recognition at Commencement are determined using the cumulative grade point average (CGPA) earned at the end of the semester prior to the last semester of enrollment before graduation (Associate degree program – typically 3rd semester of full-time enrollment; bachelor’s degree program – typically 7th semester of full-time enrollment). CGPA requirements for honors are not rounded.
Associate Candidates:

Honors – CGPA Range 3.50 – 3.69
High Honors – CGPA Range 3.70 – 3.89
Highest Honors – CGPA Range 3.90 – 4.00

Bachelor Candidates:

Cum Laude – CGPA Range 3.50 – 3.69
Magna Cum Laude – CGPA Range 3.70 – 3.89
Summa Cum Laude – CGPA Range 3.90 – 4.00

To graduate with a degree from Becker College, a candidate must meet the following requirements to be eligible for the appropriate degree:

1. A student must complete at least 50% of his/her coursework at a regionally accredited baccalaureate degree-granting institution to receive a baccalaureate degree from Becker College.
2. The student must complete at least 25% of his/her coursework at Becker College to receive a baccalaureate or associate degree from Becker College.
3. The student must complete the course work required and the number of semester hours specified to be awarded his/her degree with a minimum cumulative grade point average of 2.00. The final CGPA is not rounded.
4. Foundations/Developmental/Preparatory courses will not transfer into Becker for credit toward graduation requirements (see course description for notation of Foundations/Developmental/Preparatory course type).
5. All financial obligations of the student must be successfully completed. Degrees will not be granted to any student having debts outstanding.

A student may participate in commencement exercises if he/she reasonably expects to complete his/her outstanding program coursework – no more than one course (up to 4 credits) - is achieving a cumulative grade point average of 2.00 based on previous semester grades and is meeting all other requirements. The degree will be mailed to the student following completion of all requirements.

A student enrolled in one of the College’s Accelerated and Professional Studies Programs may participate in Commencement exercises if he/she expects to complete his/her outstanding program work – no more than two (2) courses outstanding (up to 7 credits) in their core program and the registrations for the remaining courses are already completed – achieving a cumulative grade point average of 2.00 based on previous semester grades and is meeting all other requirements.

During the later part of the spring semester, please watch for Commencement information at www.becker.edu (homepage).

Students should apply for their degrees at the time they meet the requirements; a student applying for the associate’s degree at the same time the bachelor’s degree is awarded may only be recognized in the program for degrees and honors relevant to the period covered by that commencement. For example, an associate’s degree for which the student met the requirements at the end of the spring 2010 semester will not be included in the 2011
commencement, regardless of whether the student chose to be recognized in 2010 or not. However, the degree may still be awarded.

**Dual Degrees:**

Students may receive two bachelor’s degrees only by meeting the individual requirements of BOTH degrees, and only when the second degree requires a minimum of 24 credits of additional study beyond that required for the first.

A student receiving more than one degree (i.e. both an associate’s degree and a bachelor’s degree) will only be recognized at commencement for the higher level degree. While both degrees will be printed in the program and honors for both (where applicable) will be recognized at the honors convocation, the student will “walk” with the group receiving the higher level degree and only those honors will be announced at commencement. The student who is receiving TWO degrees at the same level will have both degrees announced.

Minors will be noted on the transcript but not announced at commencement or noted in the commencement program.

**Grading System**

Official final grades are issued after the end of each semester (mid-term grades are provided as a progress report on Insite). Grades will be accessible on Insite after 8 p.m. on the day they are posted.

The College uses the four-point system in computing grade point averages as follows. Unless otherwise posted in the course syllabus, the College equates the following numerical equivalents with letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Averages</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>As determined by faculty</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62</td>
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<tr>
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<tr>
<td>EC</td>
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</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Not calculated</td>
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<tr>
<td>Letter</td>
<td>Grade Description</td>
<td>Calculation</td>
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</tr>
<tr>
<td>P</td>
<td>Passing</td>
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<tr>
<td>W</td>
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<td>Not calculated</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew passing</td>
<td>Not calculated</td>
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<tr>
<td>WF</td>
<td>Withdrew failing</td>
<td>calculated (0.00)</td>
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<tr>
<td>AU</td>
<td>Audit</td>
<td>Not calculated</td>
</tr>
<tr>
<td>NG</td>
<td>No Grade (labs/clinical)</td>
<td>Not calculated</td>
</tr>
</tbody>
</table>

**Incomplete Grades and Required Petition**

An Incomplete ("I") grade may be issued only through the receipt of a signed petition from the student requesting it directly to his/her faculty member, stating the reason and explaining the extenuating circumstances for the request. If the request is granted, the faculty member must provide the completion date and assignment(s) on the form for an incomplete grade to be entered into a student’s record. The form must be provided to the Registrar’s Office no later than the “final grades due” date on the Academic Calendar.

An "I" grade indicates that a final grade is being withheld until certain work is complete. The grade will be automatically changed to an “F” if the work is not completed on time by the student. In any event, the “I” grade will be automatically converted to an “F” if a letter grade is not issued within three (3) weeks of the beginning of the next scheduled semester.

**Leave of Absence**

A leave of absence for up to one academic year may be granted to matriculated students. The purpose of a leave of absence is to allow a student time to deal with an unexpected occurrence that impacts his or her studies to the extent that long-term absence is warranted. Request for a leave of absence must be made in writing to the Department Chair or Director, who will inform the Registrar’s office of the decision. The following stipulations will apply:

- A student who has been dismissed from the College for academic or disciplinary reasons is not eligible;
- A leave of absence may be approved for a maximum of two contiguous semesters only;
- A leave of absence for longer than 60 days may affect a student’s financial aid. Please contact the Financial Aid Office for specific information;
- A student who fulfills the conditions of an approved leave of absence may return to the College and register for classes without requesting reinstatement. (The requirements of the catalog current at the time of leave of absence will remain in effect.);
- For a leave of absence granted prior to the 12th week of a semester, no semester grades will be recorded on the student’s transcript but will appear as withdrawn courses;
- For a leave of absence granted after the 12th week of a semester, the faculty may submit an Incomplete or calculate a grade at that time consistent with the College’s grading policy. The Academic Dean may approve the extension time for an incomplete grade or the conversion of an incomplete to a regular grade;
- Individual programs may impose additional stipulations.
Practical Experience

Becker provides its students with opportunities for career experience as part of their college education. Many of our academic programs offer internships, clinical fieldwork, practica and preceptorships. Each one is closely supervised, integrates practical experience with academic work, and encourages the use of classroom skills in an off-campus working environment. Students are responsible for providing their own transportation to and from any off-campus practical experience. See course descriptions for details.

Career Internship

Becker offers students an opportunity for experience in their career field through the college job posting site or found by the student. Generally, 144 hours per semester are spent in off-campus, unpaid/paid placements. This enables students to practice skills in career areas while being part of an actual work situation. A minimum 2.00 cumulative grade point average (unless otherwise stated in the course description), 24 credit hours earned toward degree completion and prior approval by the student's academic advisor are required for participation. Individual internship courses may have additional requirements which are specified in the course description. Students completing approved internships will receive letter-grades for their performance.

Clinical Fieldwork, Practica and Preceptorships

Students in some programs must participate in extended practical experiences to fulfill graduation requirements. All are conducted under the supervision of a professional in the field and provide students with valuable opportunities to put lab and classroom learning to real use. (See program and course descriptions for additional information.)

Repeated Courses

A student may retake a course at Becker College in which he or she received a low grade. Only the more recent grade will count in the student’s grade point average. A course may be taken a maximum of three times at Becker College. Individual programs may have policies which are more restrictive than this. A course which is taken elsewhere (repeated or otherwise) will not be factored into the GPA calculation.

Transcripts

For current/recent students all transcript requests must be requested via Insite. Students without an Insite account, requests should include the following information (forms available on website):

- First and last name while attending and current last name (if applicable); any other names used.
- Student ID number or Social Security number
- Date of birth
- Current home address
- Current telephone number
- Campus location(s) attended
- Dates of attendance
- Number of copies requested (indicate whether Official or Unofficial transcript)
- Contact name and complete address(es) of where the transcript(s) is to be mailed
Mail requests to:
Becker College
61 Sever Street
Worcester, MA 01609
Attn: Registrar's Office

We do not take transcript requests by phone. We cannot accept email requests unless accompanied by an electronic signature.

Transfer of Credits from Other Institutions (See Admissions Section for transfer guidelines for specific programs)

Subject to the Graduation Requirements outlined above, students may transfer credits from other regionally accredited institutions and be eligible for the appropriate degree from Becker College, subject to meeting the following conditions:

1. A student must complete at least 50% of their coursework at a regionally accredited four-year college, university or equivalent, to receive a baccalaureate degree from Becker College;
2. A student must complete at least 25% of their coursework at Becker College to receive a baccalaureate or associate degree from Becker College;
3. A student must complete at least half of the 3000-4000 level courses in their major field of study at Becker College;
4. Grades of C or better from regionally accredited institutions are transferable to Becker College. A grade of P is acceptable provided the transfer school's transcript key lists a letter grade equivalent to a C at Becker College; and
5. In order to be accepted as meeting the requirements for a degree program, courses must be similar in scope, breadth and depth of content. Course descriptions and at times syllabi will be used as the basis for this determination.
6. Courses will be considered for transfer if they are within one level of the course at Becker for which they will be used. Courses must have similar or greater prerequisites if they are to be considered for transfer from a lower level.

Transfer credit will not be computed into the student’s cumulative grade point average, including courses taken for “repeat” credit elsewhere.

Matriculated students should have courses evaluated for transferability prior to enrolling. Student should bring course descriptions to the Registrar’s Office.
Withdrawing and Returning to Becker

A student, who withdraws from the College and is in good standing (with all College offices) at the time of withdrawal, may return within two years without special procedure or permission. If the student is not in good standing, s/he must request reinstatement – in writing - to the Registrar. In these cases, approval of the Chief Academic Officer is necessary before reinstatement.

At any time, if a student’s enrollment lapses beyond two years, s/he may apply to Admissions to return to the College under the current course catalog. There is a possibility that the student’s program may no longer be offered – in such a case, the student will need to choose a new program out of the current course catalog. Further, the student’s prior coursework, including previously transferred credits, will be evaluated and compared to current programs. Depending on the time away, a student may need to retake courses to fulfill degree requirements. Individual programs may impose additional restrictions on returning to that program following a withdrawal.

<table>
<thead>
<tr>
<th>Technical courses</th>
<th>good for up to 5 years (science &amp; technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional courses</td>
<td>good for up to 10 years (prefix-related or as specified)</td>
</tr>
<tr>
<td>General Education</td>
<td>no time limit (English/Math/Non-required Elective, i.e., Pysc, Soci, Humn, etc.)</td>
</tr>
</tbody>
</table>

Minors

A minor is a grouping of 6 or more courses, totaling 18 to 21 credits, of which a maximum of 9 credits have 2000-level course designations, and the remainder are at the 3000 or 4000 level. A minor may be similar to, and named for, an existing major such as Criminal Justice. Or, it may be a special, interdisciplinary grouping such as Comparative Psychology. The department(s) offering the minor determines which courses and required and any course options. Once a minor is established within a department or departments, it will be listed, along with the requirements of the minor, on the web page for that program or programs. A list of available minors can be found on page 150 or by visiting http://www.becker.edu/academics/minors.

Enrolling in a minor: Restrictions, Limitations, Eligibility requirements

Pursuing a minor should be discussed with the academic advisor who will suggest a faculty member who may serve as a minor advisor. Students will complete a petition form, requesting to formally pursue the minor. This petition must be signed by the academic advisor, the minor advisor, the Chair of the Department(s) offering the minor, and the Chief Academic Officer. The form will be filed in the Registrar’s office and the minor will be entered on the transcript of academic studies by that office.

Formal petitions to pursue a minor should normally be filed by the end of the second semester of the sophomore year. A petition for a minor will not be accepted from a student who has not completed one year of college work (30 credits). A student may not enroll in a minor which requires fewer than FOUR courses not already specifically required for the degree program pursued by the student.

While courses used to fulfill the requirements of a minor may also be used to fulfill specific requirements within a major, substitutions of minor courses for major course requirements will not be made. Students are responsible for meeting all prerequisites for courses within
the minor, which may add additional course requirements. Prerequisite waivers will not be issued solely because a student is enrolled in a minor; the burden of proof of having achieved the preparation assured in the prerequisite courses lies with the student. The approved declaration of a minor will be considered as meeting the requirement for taking a course which is open only to students in specific majors, assuming all other course prerequisites are met.

Department Chairs, in consultation with department faculty, will determine limits or eligibility requirements for minors sponsored by their individual or collective departments. The sponsoring department(s) designate specific course requirements and options for the minor, which is then forwarded to the Chief Academic Officer for approval. Once a minor is approved it will be listed at http://www.becker.edu/academics/minors and becomes part of the colleges offering of Minors. Revisions and additions to minor requirements are handled in the same way.

In cases where admission to a specific program carries requirements above that of admission to the college, those requirements may be made of students petitioning to pursue a minor.

**Academic Services**

**Collaborative Learning Centers (CLC)**

The Collaborative Learning Centers, located on both campuses, are dedicated to helping all students in all programs achieve their academic goals. This “learn how to learn” environment engages in partnerships with faculty and academic services such as the Libraries and the First Year Experience program, creating a dynamic learning atmosphere that is conducive to active learning. Services include individual and group tutoring, study groups, workshops and electronic paper review.

Benefits are available by appointment during normal operating hours, and are free of charge to all students. It is strongly suggested that all students register for an appointment with the Center staff early in the semester, in order to ensure evaluation and/or assistance so that appropriate resources may be scheduled in order to help achieve academic success.

**Students with Disabilities**

In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities. A qualified student is a person who, with or without reasonable accommodations, can perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

If you are a student with a disability as determined under the ADA, and as defined in Chapter 504 of the Rehabilitation Act of 1973, you may wish to discuss reasonable accommodations. Appropriate documentation must also be provided to ensure accommodations as specified and related to those disability recommendations. Please e-mail the Director of the Collaborative Learning Centers, or call 508-373-9705 for a confidential discussion. Allowing for adequate time **at the beginning of each semester** will ensure appropriate support services that will enable reasonable accommodations.
In keeping with the College’s confidentiality policy, approval for reasonable accommodations within the classroom, authorized by the Director of the CLC, will list only those approved accommodations and not the nature of the disability. Documentation must be approved and signed each semester by the student and the Director of the Centers. It is then up to the student to provide this information to the faculty members, obtain signatures, and return a copy to the CLC. Approval for accommodations for one class may not automatically transfer to other classes, but will be reviewed by the Director on a case-by-case basis, to include confidential discussion between the student and the Director. Discussions with parents or legal guardians are encouraged when supported by FERPA documentation.

The Worcester CLC is located at 30 Roxbury Street, telephone 508-373-9704. The Leicester Center is located in Marsh Hall, telephone 774-354-0652. There are no fees attached to any services provided through the Collaborative Learning Centers.

Computer Labs and Use

Information Technology supports computer resource areas for the College. Except for units designated for special purposes, all units allow student access to the Internet, email, and Microsoft Office. Each area has its own network printer and paper supplies. Some of the software products supported are: Word, PowerPoint, Excel, Access, Outlook, PhotoShop, SPSS, Flash, Dreamweaver and AutoCAD. Every classroom has high-speed access to the Internet. Each student receives his or her own account and password for access and email.

The Arnold C. Weller Jr. Academic Building on the Worcester campus has general-purpose and specific purpose labs of different sizes for classes and student use. This building also houses computer labs with testing software and general-purpose units located in the library. The Health Science Education Center has three classroom labs used for classes pertaining to those majors. The Borger Academic Building on the Leicester campus has one large general-purpose lab for class and student use and the Swan Library has general-purpose units. The Collaborative Learning Center on each campus also has general purpose computers for student use.

Faculty

Members of the Becker College faculty are committed to a collaborative learning process, focusing on integration of learning and research options via faculty/librarian liaisons in all subject areas, as well as promoting additional support from academic learning services such as the First Year Experience Program (FYE) and The Collaborative Learning Centers (CLC). Some of these initiatives include:

- Collaboration with library staff for assignment-based customized instruction, assistance with research, and use of library resources
- Leading and participating in workshops and study groups
- Collaboration with CLC specialists and peer tutors
- Student advising and scheduled office hours
- Interaction with and support of the First Year Experience program
- Many other activities designed to develop a faculty-student relationship that is conducive to developing and perfecting the academic goals of each student.
Libraries

The Libraries at Becker College provide support for undergraduate studies and research through print and online resources. Current library holdings include more than 40,000 books, newspapers, and electronic materials, such as DVD’s. Approximately 300 journals and periodical back issues are held; more than 100 of these are current subscriptions.

Descriptions of print materials held by the Libraries at Becker College can be searched at http://librarycatalog.becker.edu. In addition to print holdings, the library subscribes to 55 online databases (both subject specific and general) as well as electronic journals.

The library catalog, online databases and online journal content are available to students both on-campus and remotely via the library website.

Books may be checked out for three weeks and renewed for three additional weeks. Materials that have been renewed can be recalled if needed by another library user. A reserve collection for coursework is maintained in both libraries. A current Becker student ID serves as a library card. Overdue fines are ten cents per day for books. Overdue notices are sent via campus email. Replacement costs may be assessed for unreturned items. A complete description of circulation policies is available at http://www.becker.edu/academics/libraries-2/library-services/about-policies.

Reference books, periodicals/newspapers, and reserve materials may only be used in the library.

Students may check out laptops for in-library use at each campus library.

Library Campus Collections

Becker College has two campus libraries that house print materials in liberal arts and specialize in the core disciplines found at each campus. The collections at the Ruska Library on the Worcester campus focus on the areas of:

- business
- criminal justice
- elementary and early childhood education
- game design
- graphic design
- humanities
- interior design
- legal studies
- nursing and health sciences
- psychology

The collections at the Swan Library on the Leicester campus focus on the areas of:

- equine studies
- humanities
- psychology
- sports management
- veterinary science
Library Services

The Libraries at Becker College offer a number of services for students, faculty and staff including:

- research assistance
- individualized and group instruction
- computers with Internet and Microsoft Office software
- wireless hubs for connecting to Becker wireless network via laptop
- quiet study areas
- study room reservations for group study
- photocopiers and printers
- interlibrary loan to obtain material outside of our collection.

In addition to these services, the library is a member of the Worcester Academic and Resource Libraries Collaborative (ARC) which provides Becker students with borrowing privileges at area colleges including:

- Anna Maria College
- Assumption College
- Clark University
- College of the Holy Cross
- Fitchburg State University
- MA College of Pharmacy & Health Sciences
- Mount Wachusett Community College
- National Guard Museum & Archives
- Nichols College
- Quinsigamond Community College
- Salter College
- Tower Hill Botanic Garden
- Tufts University School of Veterinary Medicine
- UMass Medical School
- Worcester Art Museum
- Worcester County Horticultural Society
- Worcester Historical Museum
- Worcester Polytechnic Institute
- Worcester Public Library
- Worcester Law Library
- Worcester State University

Library staff may be contacted by e-mail at library@becker.edu or by phone at 508-373-9710 (Ruska Library, Worcester Campus) or 774-354-0655 (Swan Library, Leicester Campus). For current hours and additional information about the libraries, please visit the library website at http://www.becker.edu/academics/libraries-2.
Academic Programs

The College's undergraduate degree programs are offered by the following academic units:

- Division of Undergraduate Studies
- Center for Accelerated and Professional Studies

The sole purpose of our academic programs is to offer each student a contemporary and meaningful course of study to meet his/her educational needs. Each curriculum is a carefully crafted blend of professional and liberal arts courses that contribute to the student's total development as a competent professional and informed citizen in our modern world. Faculty at the College work closely with the students to help each of them achieve his/her defined goals. Whether the student has graduated recently from high school or is returning to upgrade his/her education, the student will find the learning environment at Becker College to be extremely supportive and focused on individual attention. Electives are updated each semester and can be obtained on the Web site (http://www.becker.edu/academics/electives). Specific questions regarding the selection of electives should be directed to Student Advisors.

The College reserves the right to make changes in individual courses and programs.

The First Year Experience

The First Year Experience program, which begins with a full semester class component, is designed to help guide students through this transition. Entering freshmen are required to enroll in ACAD1001 (First Year Experience) during their first semester at Becker College. Students who enter with 12 or more transfer credits are not required to take this course.

Active student/instructor engagement, not only through the two-credit course, but throughout the entire first year, promotes the opportunity for discovering academic potential and introduces students to the many resources offered throughout the Becker community.

Learning Objectives:

- Discover and utilize campus resources
- Demonstrate effective communication skills through writing assignments, journals, and oral presentations
- Explore career options through individual assessments
- Explore the concept of community as it relates to the Core Values of Becker College
- Increase self-awareness, emotional intelligence, and self-esteem
- Improve creative-critical thinking skills for analyzing situations and solving problems in academic, professional, and personal life
- Develop self-management skills to increase persistence and motivation
- Develop an understanding and appreciation of diversity
- Apply study skills for success in Becker College courses
Experiences and discoveries take place within the classroom, with occasional out-of-class assignments such as academic lectures and Becker events. Active class participation and engagement with peers and others throughout the Becker community ensures that students are introduced to and continuously supported during their transition to becoming a successful college student.

Upperclassmen student leaders are trained to assist with teaching the class and supporting students as they progress through both the fall and spring semesters. First Year Course Assistants encourage attendance of club meetings, community events, tutoring sessions, and serve as a student mentor inside and outside of the classroom.

The Director of the First Year Experience program is dedicated to helping each and every student and can be reached at 774-354-0430 or via e-mail at FYE@becker.edu.
Division of Undergraduate Studies

Design Programs - Bachelor of Arts

The Design Programs offer the Bachelor's of Arts in Design with concentrations in Communications Design, Interior Design and Graphic Design, and a Bachelor's of Arts in Interactive Entertainment with concentrations in Game Design and Game Development and Programming. Each concentration equips students with a broad range of marketable skills and a strong general education foundation upon which a lifelong, successful career can be built.

Whichever concentration a student chooses in the Design degree programs, students can be assured of small classes with attentive, knowledgeable faculty, up-to-date equipment, and plenty of room to explore personal visions. Upon graduation, students will have the right technical skills, a firm theoretical base, opportunities for career internships, and a strong portfolio as solid evidence of their abilities.

Bachelors of Arts in Design

The Bachelor of Arts in Design degree offers three areas of concentration: Communications Design, Graphic Design and Interior Design. Each concentration which comprises the Bachelor of Arts in Design degree equips students with a broad range of marketable skills and a strong general education foundation upon which a lifelong, successful career can be built.

Course selections in the Interior and Graphic Design concentrations include both a solid grounding in the fine and visual arts, and hands-on practical core courses which stress the understanding of the underlying design processes and concept development. Students will learn firsthand how to create effective visual communication; how to develop and communicate design solutions; and how to create, capture and manipulate both traditional and new media design elements. All this is offered in a clear manner in keeping with the professional standards of their chosen field of study.

Communications Design Concentration

Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM1300 Communications in the 21st Century</td>
<td>3</td>
<td>ARTS1003 Art History I or II or 2003 Contemporary Art History: Art and Artists of the Digital Age</td>
<td>3</td>
</tr>
<tr>
<td>SOCI1001 Introduction to Sociology</td>
<td>3</td>
<td>ARTS1004 Art History II or 2003 Contemporary Art History: Art and Artists of the Digital Age</td>
<td>3</td>
</tr>
<tr>
<td>ARTS1301 Principles of Design</td>
<td>3</td>
<td>ENGL1003 Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>MATH Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td>GRPH 2110 Typography</td>
<td>3</td>
</tr>
<tr>
<td>INFO1001 Technology and Society</td>
<td>3</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

|                                      | 17           |                                         | 15           |
**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAME2701 Digital Audio Production</td>
<td>3</td>
<td>MKTG2101 Advertising</td>
<td>3</td>
</tr>
<tr>
<td>COMM2400 Media for Instruction and Training</td>
<td>3</td>
<td>ENGL2003 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GRPH2120 Techniques of Vector Imaging</td>
<td>3</td>
<td>COMM2700 New Media</td>
<td>3</td>
</tr>
<tr>
<td>GRPH2130 Techniques of Raster Imaging</td>
<td>3</td>
<td>GRPH2170 Principles of Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Science/lab)</td>
<td>4</td>
<td>Elective (Science)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRPH2180 Flash Animation</td>
<td>3</td>
<td>GRPH3110 Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GRPH2160 Introduction to Web Design</td>
<td>3</td>
<td>Approved Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Social Science/Humanities)</td>
<td>3</td>
<td>Math Elective (2000+)</td>
<td>3</td>
</tr>
<tr>
<td>Approved Program Elective</td>
<td>3</td>
<td>Social Science Elective (Non-Sociology)</td>
<td>3</td>
</tr>
<tr>
<td>Approved Program Elective</td>
<td>3</td>
<td>Elective (Health Education)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRPH4520 Senior Team Project</td>
<td>3</td>
<td>GRPH4510 Design Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>GRPH4530 Professional Practices in Design</td>
<td>3</td>
<td>GRPH4300 Career Internship or</td>
<td>3</td>
</tr>
<tr>
<td>GRPH4400 Advanced Topics in Design</td>
<td>3</td>
<td>Open Elective</td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
<td>Approved Program Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Elective (Global Awareness and Diversity)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Students need to take four courses from a group to earn specialization. Specializations are recorded on the academic transcript. Students may choose to take four electives which are not grouped in a specialization.
Create program specific designations of the following courses
COMM4300 Career Internship
COMM4510 Communications Portfolio
COMM4520 Senior Team Project
COMM4530 Professional Practices in Communications
COMM4400 Advanced Topics in Communications

Current program electives
ARTS1100 Principles of Drawing
ENGL3205 Creative Writing
ENGL3206 Creative Nonfiction: Telling True Stories
GAME2110 Storyboarding
GAME2702 Digital Music Studio
GAME3160 Machinima
GRPH4220 Advanced Digital Photography
MGMT4200 Training and Development

Graphic Design Concentration

In this 4 year undergraduate program which results in the awarding of a Bachelor of Arts in Design with a concentration in Graphic Design, students complete a core of required art foundation and graphic design coursework. As upperclassmen, they may then pursue a block of coursework in advanced studies that is customizable to their individual interests and career goals. In addition, all students complete coursework in the liberal arts, the social sciences, and the laboratory sciences in keeping with the long-standing traditions of a liberal arts-based college degree. Students can further customize their curricula through internships, general elective coursework and free electives.

The program seeks to impart to its students strong technical competence in fundamental arts principles along with specialized competence in the tools needed to be successful in the graphic design field. At the same time the program seeks to nourish a student's creative talents through opportunities for internships, electives and special projects, developing in the student a personal aesthetic as well as a high standard of individual excellence and professionalism.

Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS2300 Color Theory</td>
<td>3</td>
<td>ARTS1003 Art History I or Art History II or Contemporary Art History: Art and Artists of the Digital Age</td>
<td></td>
</tr>
<tr>
<td>SOCI1001 Introduction to Sociology</td>
<td>3</td>
<td>ARTS1100 Principles of Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTS1301 Principles of Design</td>
<td>3</td>
<td>ENGL1003 Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>MATH Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td>GRPH 2110 Typography</td>
<td>3</td>
</tr>
<tr>
<td>INFO1001 Technology and Society</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 17 15
### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS1003 Art History I or ARTS1004 Art History II or ARTS2003 Contemporary Art History: Art and Artists of the Digital Age</td>
<td>3</td>
<td>MKTG2101 Advertising</td>
<td>3</td>
</tr>
<tr>
<td>GRPH2140 Graphic Design I</td>
<td>3</td>
<td>ENGL2003 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GRPH2120 Techniques of Vector Imaging</td>
<td>3</td>
<td>GRPH2150 Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>GRPH2130 Techniques of Raster Imaging</td>
<td>3</td>
<td>GRPH2170 Principles of Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Science/lab)</td>
<td>4</td>
<td>Elective (Science)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
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<tbody>
<tr>
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<td>GRPH3110 Advanced Web Design</td>
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<td>GRPH2160 Introduction to Web Design</td>
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<td>GRPH3140 Package Design</td>
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<td>GRPH3120 Publication Design</td>
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<td>GRPH3130 Advertising Design</td>
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### Senior Year

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<tbody>
<tr>
<td>GRPH4520 Senior Team Project</td>
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<td>GRPH4510 Design Portfolio</td>
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<tr>
<td>GRPH4530 Professional Practices in Design</td>
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<td>GRPH4210 Special Projects in Design or Open Elective</td>
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<tr>
<td>GRPH4400 Advanced Topics in Design Humanities Elective</td>
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<td>GRPH4300 Career Internship or GRPH Elective Elective (Global Awareness and Diversity) History Elective</td>
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<td>Total Credits:</td>
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Graphic Design Electives include:

- GRPH4215 Corporate Design
- GRPH4220 Advanced Digital Photography
- GRPH3702 Advanced Advertising Design

Interior Design Concentration

After fall 2012, new students are not being accepted into the program. Change of major requests from current students or requests to transfer into the program from outside Becker College will be evaluated individually.

In this 4 year undergraduate program which results in the awarding of a Bachelor of Arts in Design with a concentration in Interior Design, the classic building blocks of traditional design are paired with contemporary ideas and applications. The program is unique, comprehensive, and academically supportive, featuring a strong creative liberal arts focus combined with business and professional courses. Students acquire the necessary tools to succeed in a profession which combines aesthetics, space planning, and business acumen. Other areas studied include the global history and development of architecture, interiors and furnishings. Students become proficient in areas such as: Principles of Interior Design, Drafting, Building Systems, Residential Design, Contract Design, Decorative Arts, CAD, Lighting, and Textiles.

Freshman Year

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<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
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<tbody>
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### Sophomore Year

#### Fall Semester

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<td>Rendering and Presentation</td>
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<td>INDS2302</td>
<td>History of Decorative Arts I</td>
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#### Spring Semester

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<td>INDS2500</td>
<td>Design Materials</td>
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<tr>
<td>INDS3200</td>
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### Junior Year

#### Fall Semester

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<td>INDS3700</td>
<td>Building Systems</td>
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<td>INDS4100</td>
<td>Lighting</td>
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#### Spring Semester

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### Senior Year

#### Fall Semester

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<td>INDS3601</td>
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<td>Interior Design Portfolio</td>
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<td>Elective (History)</td>
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<tr>
<td>Elective (Global Awareness and Diversity)</td>
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<td>INDS4001</td>
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<td>Professional Practices in Interior Design</td>
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<td>INDS4400</td>
<td>Advanced Topics in Interior Design or Open Elective</td>
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<td>INDS4900</td>
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### Total Credits: 123
Bachelors of Arts in Interactive Entertainment

The Bachelors of Arts in Interactive Entertainment degree offers two areas of concentration: The arts based computer Game Design concentration and the programming based Computer Game Development concentration.

Course selections in the Computer Game Design concentration include both a solid grounding in the fine and visual arts, and hands-on practical core courses which stress the understanding of the underlying design processes and concept development. Students will learn firsthand how to create effective visual communication; how to develop and communicate design solutions; and how to create, capture and manipulate both traditional and new media design elements. All this is offered in a clear manner in keeping with the professional standards of their chosen field of study.

The program of study in Game Development prepares students for a career in the development and production of video games. This major features a solid base in computer programming fundamentals upon which core courses add the specific skills they need to apply their foundational knowledge in programming, art, concept design, engine design, animation and computer graphics to all aspects of video game development.

Game Design Concentration

In this 4 year undergraduate program which results in the awarding of a Bachelor of Arts in Design with a concentration in Interactive Entertainment – Game Design Concentration, the course curriculum offers a foundation of traditional drawing, illustration, and art courses in addition to courses in 2D and 3D animation, audio, storytelling, character development, and game technology. The Game Design student also develops skills in scriptwriting, computer programming, animation, project management and online media production. Students learn industry-related software such as: Maya, Zbrush, and Gamemaker, and the complete suite of Adobe design software products including Photoshop, Illustrator, Dreamweaver and Flash. Students will also gain experience in C++ and working with Software Development Kits (SDK’s) such as those for mobile application and console game development. New courses have recently been added to cover the scriptwriting and sound development for video games. In addition, all students complete coursework in the liberal arts, the social sciences, and the laboratory sciences in keeping with the long-standing traditions of a liberal arts-based college degree. Students can further customize their curricula through internships, general elective coursework and free electives.

The program seeks to impart to its students strong technical competence in fundamental arts principles along with specialized competence in the tools needed to be successful in the field of interactive entertainment. At the same time the program seeks to nourish a student’s creative talents through opportunities for internships, electives and special projects, developing in the student a personal aesthetic as well as a high standard of individual excellence and professionalism.
### Freshman Year

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<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
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<td>ENGL1003</td>
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<td>INFO1001</td>
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<td>GAME1120</td>
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<td>ARTS1100</td>
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<td>GAME1001</td>
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### Sophomore Year

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### Junior Year

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<td>GAME3111</td>
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<td>GAME3130</td>
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Senior Year

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<th>Spring Semester</th>
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<tbody>
<tr>
<td>Design Program Elective</td>
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<td>GAME4400 Advanced Topics in Game Development</td>
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<td>GAME4300 Career Internship/Design Elective</td>
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<td>GAME4520 Senior Game Project II</td>
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<td>GAME4510 Senior Game Project I</td>
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<td>GAME4610 Portfolio</td>
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<td>15</td>
<td>Total Credits:</td>
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</table>

Students need to take four courses from a group to earn specialization. Specializations are recorded on the academic transcript. Students may choose to take four electives which are not grouped in a specialization.

**3D Modeling & Animation Specialization**
GAME2301 Organic Modeling
GAME2302 Rendering and Compositing
GAME3302 Rigging for Animation
GAME4301 Character Animation

**Game Audio Specialization**
GAME2701 Digital Audio Production
GAME2703 Music Theory
GAME2702 Digital Music Studio
GAME3701 Music Composition for Games
GAME3702 Sound Design Toolbox
GAME4701 Game Audio Production Studio

**Creative Writing Specialization**
ENGL2102 Advanced Composition
ENGL2202 Introduction to Drama
HUMN2207 American Cinema
HUMN2208 American Film Genres
ENGL2302 Short Story
ENGL2500 Mythology
ENGL3205 Creative Writing
GAME4120 Literary Development of Virtual Worlds
Japanese Culture Specialization
JPNS1001 Japanese Language I
JPNS1002 Japanese Language II
HUMN2401 Elements of Japanese Culture
HUMN3100 Intercultural Communication

Game Programming Specialization
Available to game design majors only
CPTR2300 Data Structures
GAME3135 Game Programming I
GAME3145 Game Programming II
CPTR3600 Networking I
GAME4115 Artificial Intelligence

Art & Design Technique Specialization
ARTS1003 Art History I
ARTS1004 Art History II
ARTS1100 Principles of Drawing
ARTS1201 Drawing Studio: Systems and Techniques
ARTS1202 Painting Studio
ARTS1301 Principles of Design
ARTS1801 Printmaking
ARTS2100 Drawing II
ARTS2300 Color Theory
ARTS2400 Cartooning Basics
ARTS2800 Life Drawing
ARTS2003 Contemporary Art History
GRPH2160 Introduction to Web Design
GRPH2170 Principles of Digital Imaging
GRPH2180 Flash Animation
GAME2110 Storyboarding
GRPH3110 Advanced Web Design
GAME3111 Computer Illustration for Game Design
GRPH3140 Package Design
GAME3160 Machinima

Computer Game Development and Programming Concentration

The rapid growth of the game industry has created a high demand for game developers and programmers who can combine their interest in programming with solid technical knowledge of game specific software and hardware in the creation of the next generation of computer games. The curriculum is comprehensive and provides the student with real world development and programming skills by offering courses in computer programming in object oriented languages such as C++ and Java, Direct X technologies, data structures, artificial intelligence, 3D modeling and animation, and game prototyping. The game development student will have solid computer programming skills that can be applied to any Information Technology (IT) career. In addition, all students complete coursework in the liberal arts, the social sciences, and the laboratory sciences in keeping with the long-standing traditions of a liberal arts-based college degree. Students can further customize their curricula through internships, general elective coursework and free electives.
The program seeks to impart to its students strong technical competence in fundamental programming principles along with specialized competence in the design tools needed to be successful in the interactive media field. At the same time the program seeks to nourish a student’s creative talents through opportunities for internships, electives and special projects, developing in the student a personal aesthetic as well as a high standard of individual excellence and professionalism.

**Freshman Year**

**Fall Semester**

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<td>English Composition I</td>
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<td>SOCI1001</td>
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**Spring Semester**

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Freshman Year Total: 17 Credit Hours

**Sophomore Year**

**Fall Semester**

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<td>Techniques of Raster Imaging</td>
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<td>Techniques of Vector Imaging</td>
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**Spring Semester**

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Sophomore Year Total: 15 Credit Hours

**Junior Year**

**Fall Semester**

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<td>3D Modeling</td>
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**Spring Semester**

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<td>Game Programming II</td>
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<tr>
<td>GAME3170</td>
<td>Game Program Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Game Production and Prototyping</td>
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</tr>
<tr>
<td></td>
<td>Elective (Social Science/Humanities)</td>
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</tr>
</tbody>
</table>

Junior Year Total: 15 Credit Hours
Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Program Elective</td>
<td>3</td>
<td>GAME4400 Advanced Topics in Game Development</td>
<td>3</td>
</tr>
<tr>
<td>GAME4115 Artificial Intelligence</td>
<td>3</td>
<td>GAME4520 Senior Game Project II</td>
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</tr>
<tr>
<td>GAME4510 Senior Game Project I</td>
<td>3</td>
<td>GAME4610 Portfolio</td>
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<tr>
<td>Open Elective</td>
<td>3</td>
<td>Elective (Humanities)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Career Internship or GAME/GRPH/INDS)</td>
<td>3</td>
<td>Elective (Global Awareness and Diversity)</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td>15</td>
</tr>
</tbody>
</table>

Total Credits: 123

*If PHYS1003 has been taken, a four-credit lab science is required.

Students need to take four courses from a group to earn specialization. Specializations are recorded on the academic transcript. Students may choose to take four electives which are not grouped in a specialization.

### 3D Modeling & Animation Specialization
GAME2301 Organic Modeling
GAME2302 Rendering and Compositing
GAME3302 Rigging for Animation
GAME4301 Character Animation

### Game Audio Specialization
GAME2701 Digital Audio Production
GAME2703 Music Theory
GAME2702 Digital Music Studio
GAME3701 Music Composition for Games
GAME3702 Sound Design Toolbox
GAME4701 Game Audio Production Studio

### Creative Writing Specialization
ENGL2102 Advanced Composition
ENGL2202 Introduction to Drama
HUMN2207 American Cinema
HUMN2208 American Film Genres
ENGL2302 Short Story
ENGL2500 Mythology
ENGL3205 Creative Writing
GAME4120 Literary Development of Virtual Worlds

### Japanese Culture Specialization
JPNS1001 Japanese Language I
JPNS1002 Japanese Language II
HUMN2401 Elements of Japanese Culture
HUMN3100 Intercultural Communication
Art & Design Technique Specialization

ARTS1003  Art History I
ARTS1004  Art History II
ARTS1100  Principles of Drawing
ARTS1201  Drawing Studio: Systems and Techniques
ARTS1202  Painting Studio
ARTS1301  Principles of Design
ARTS1801  Printmaking
ARTS2100  Drawing II
ARTS2300  Color Theory
ARTS2400  Cartooning Basics
ARTS2800  Life Drawing
ARTS2003  Contemporary Art History
GRPH2160  Introduction to Web Design
GRPH2170  Principles of Digital Imaging
GRPH2180  Flash Animation
GAME2110  Storyboarding
GRPH3110  Advanced Web Design
GAME3111  Computer Illustration for Game Design
GRPH3140  Package Design
GAME3160  Machinima

Bachelor of Arts in Liberal Arts

The Liberal Arts program provides a balanced exposure to the major achievements of mankind in the arts, sciences, humanities, and social sciences. Students will be encouraged to explore three basic themes throughout their course of study: "The Literary Tradition," "Historical and Contemporary Ways of Viewing the World," and "Self and Society." The core courses in this program seek to provide an appreciation of the philosophical, ethical and aesthetic issues that have evolved in the history of humanity. Students who select a concentration in Elementary Education will complement the core curriculum with courses which prepare them for specialized employment or graduate work.

Students who graduate with a Bachelor of Arts in Liberal Arts will be prepared to enter the workforce with the tools of the Liberal Arts disciplines – reasoned investigation; analysis of the influence of multiple perspectives; clear and effective communication. Further, the in-depth study of a particular area of interest will prepare students for specialized graduate work in law, humanities, social services or administration, journalism, communication, or public policy/organization.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.
### Freshman Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1001</td>
<td>Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HIST1308</td>
<td>U.S. History I</td>
<td>3</td>
</tr>
<tr>
<td>HUMN1001</td>
<td>Introduction to the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>PSYC1001</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ACAD1001</td>
<td>First Year Experience</td>
<td>2</td>
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</table>

**Spring Semester**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL1003</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH1200</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHIL1001</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td>SOCI1001</td>
<td>Introduction to Sociology</td>
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<tr>
<td>Elective (Open)</td>
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**Total Credits:** 17

### Sophomore Year

**Fall Semester**

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<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1001</td>
<td>Biology I or Chemistry I or</td>
<td></td>
</tr>
<tr>
<td>CHEM1001</td>
<td>Environmental Science I or</td>
<td></td>
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<tr>
<td>ENGL2003</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GOVT1108</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSYC1002</td>
<td>Developmental Child Psychology or</td>
<td>3</td>
</tr>
<tr>
<td>PSYC1107</td>
<td>Human Growth and Development</td>
<td>3</td>
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<tr>
<td>Elective (Open)</td>
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**Spring Semester**

<table>
<thead>
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<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ARTS1003</td>
<td>Art History I or</td>
<td></td>
</tr>
<tr>
<td>BIOL1002</td>
<td>Biology II or</td>
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</tr>
<tr>
<td>CHEM1002</td>
<td>Chemistry II or</td>
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</tr>
<tr>
<td>ENV1002</td>
<td>Environmental Science II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL2102</td>
<td>Advanced Composition or</td>
<td></td>
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<tr>
<td>Elective (ENGL 2000+)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST1309</td>
<td>U.S. History II</td>
<td>3</td>
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<tr>
<td>SOCI2400</td>
<td>Social Problems</td>
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**Total Credits:** 16

### Junior Year

**Fall Semester**

<table>
<thead>
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<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL3001</td>
<td>American Literature I or</td>
<td></td>
</tr>
<tr>
<td>ENGL3003</td>
<td>English Literature I</td>
<td>3</td>
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<tr>
<td>PHIL3001</td>
<td>Ethics</td>
<td>3</td>
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<tr>
<td>PSYC2002</td>
<td>Psychology of Personality or</td>
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<tr>
<td>SOCI3001</td>
<td>Individual &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>Elective (HUMAN 2000+)</td>
<td>3</td>
<td></td>
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<tr>
<td>Elective (Open)</td>
<td></td>
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</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL3002</td>
<td>Survey of American Literature or</td>
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<tr>
<td>ENGL3004</td>
<td>English Literature II</td>
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</tr>
<tr>
<td>MATH2200</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Global Awareness and Diversity)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective (HUMAN 2000+)</td>
<td>3</td>
<td></td>
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<tr>
<td>Elective (Open)</td>
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**Total Credits:** 15
Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST3100 American Constitutional History</td>
<td>3</td>
<td>ANTH3200 Cultural Anthropology or</td>
<td>3</td>
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<tr>
<td>Elective (English 3000 + level)</td>
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<td>GOVT3001 Political Theory</td>
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<tr>
<td>Elective (Humanities 2000 + level)</td>
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<td>LIBA4100 Senior Seminar in the Liberal Arts</td>
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<tr>
<td>Elective (Open)</td>
<td>3</td>
<td>PSYC3400 Abnormal Psychology or</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Open)</td>
<td>3</td>
<td>PSYC3402 Child Psychopathology or</td>
<td>3</td>
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<tr>
<td>Elective (Open)</td>
<td>3</td>
<td>SOCI3200 Deviance &amp; Social Control</td>
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<tr>
<td>Elective (Open)</td>
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<td>Elective (Open)</td>
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<tr>
<td>Elective (Open)</td>
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<td>Elective (Open)</td>
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<tr>
<td></td>
<td>15</td>
<td>Total Credits:</td>
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</tbody>
</table>

Bachelor of Arts in Liberal Arts - Elementary Education Concentration (Leading to Massachusetts Department of Education Teacher Licensure)

This is a Massachusetts Department of Education Approved Licensure Program – Initial License (Elementary Education 1-6).

Admission into the Education Licensure Programs: Elementary (1-6)

Students who elect a concentration in Elementary Education* are provided preparation for certification to teach grades 1 – 6 in inclusionary classrooms. All education courses are designed to meet the criteria of best current practices drawn from National Standards and Massachusetts Department of Elementary and Secondary Education Standards.**

Enrollment in prepracticum courses (EDUC3305, EDUC3300, EDUC3101, and EDUC3102) requires students to have achieved a passing grade in the Communication and Literacy Skills MTEL.

* For admission into the upper division courses in Elementary Education (junior and senior year), students must have achieved a passing score on the Communications and Literacy Section of the Massachusetts Test for Educator Licensure (MTEL).

Passing scores are required on the Massachusetts Tests of Educator Licensure (MTEL): Communication and Literacy and Foundations of Reading in order to enroll in EDUC4201 (Elementary Education Practicum) and EDUC4202 (Elementary Education Seminar) in the senior year.

** Teacher Licensure Requirements: The Massachusetts Department of Education requires all licensure candidates to take and pass three Massachusetts Tests of Educator Licensure (MTEL): in Communication and Literacy, Foundations of Reading, and Subject Matter in Elementary Education.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.
### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH1200 College Algebra</td>
<td>3</td>
<td>INFO1001 Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td>ENGL1003 Writing About Literature</td>
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<tr>
<td>PSYC1001 Introduction to Psychology</td>
<td>3</td>
<td>ENGL1006 Children’s Literature</td>
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<tr>
<td>SOCI1001 Introduction to Sociology</td>
<td>3</td>
<td>PSYC1002 Developmental Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>ARTS1003 Art History I or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC1003 Principles of American Education</td>
<td>4</td>
<td>ARTS1004 Art History II</td>
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<td></td>
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<td>Elective (HUMN 2000+)</td>
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<tr>
<td></td>
<td></td>
<td>18</td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1101 Issues in Biology w/ lab</td>
<td>4</td>
<td>PHSC1001 Integrated Physical Science</td>
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</tr>
<tr>
<td>MATH1300 Contemporary Topics in Math</td>
<td>3</td>
<td>ENGL2102 Advanced Composition</td>
<td>3</td>
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<tr>
<td>EDUC2203 Diverse Learner in the Classroom</td>
<td>3</td>
<td>HIST1309 U.S. History II</td>
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<tr>
<td>PHIL1001 Introduction to Philosophy</td>
<td>3</td>
<td>PSYC2806 Educational Psychology</td>
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<td>HIST1308 U.S. History I</td>
<td>3</td>
<td>SOCI2400 Social Problems</td>
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### Junior Year

<table>
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<tr>
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<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDUC3305 Mathematics: Curriculum and Instruction in the Elementary School</td>
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<td>EDUC3102 Literacy: Curriculum and Instruction in the Elementary School</td>
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<tr>
<td>HIST1401 World History I</td>
<td>3</td>
<td>GOVT1108 American Government</td>
<td>3</td>
</tr>
<tr>
<td>MATH2200 Statistics</td>
<td>3</td>
<td>EDUC2700 Teaching English Language Learners</td>
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<tr>
<td>EDUC3000 Foundations of American Education</td>
<td>3</td>
<td>HIST1402 World History II</td>
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<tr>
<td>EDUC3101 Foundations of Literacy</td>
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<td>Elective (ENGL2000+)</td>
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</table>
Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC3300 Science &amp; Social Studies: Curriculum and</td>
<td>4</td>
<td>EDUC4201 Elementary Education Practicum</td>
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<tr>
<td>Instruction in the Elementary School</td>
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<tr>
<td>ENGL3001 American Literature I</td>
<td>3</td>
<td>EDUC4202 Elementary Education Seminar</td>
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<td>ENGL2003 Public Speaking</td>
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<tr>
<td>Elective (Global Awareness and Diversity)</td>
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<tr>
<td>Elective (Health Education)</td>
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<tr>
<td>Total Credits:</td>
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Bachelor of Arts in Psychology

The Department of Teacher Education and Family Studies is designed to provide the knowledge and experiences that would benefit students who plan to become Early Childhood or Elementary teachers or work with children, adolescents, and families within a broad range of community agencies. Throughout their course of study, students will have numerous opportunities to participate in guided observations and complete internships or practica experiences in rural, suburban and inner-city settings including the Becker College laboratory school. Graduates of this program will be prepared for entry-level positions in a variety of professions within schools and/or community agencies such as:

- Pre K-Second Grade Teacher
- Elementary School Teacher (1-6)
- Family Planning Agencies
- Early Intervention Counselor
- Residential Counselor
- ABA Specialist
- Social Worker
- Family Services, Program Coordinator
- Social Welfare Service Aide
- Inter-generational Care Counselor
- Conflict Resolution Counselor
- Child Care Resource and Referral Agent
- Licensed Child Care Provider
- Teacher in Private and Charter Schools
- Residential Counselor
- Governess or Nanny
- Recreational Program Counselor
- Head Start
  - Classroom Teacher
- Parent Educator
- Family Advocate Worker

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ACAD1001</td>
<td>2</td>
<td>ENGL1003 Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>INFO1001</td>
<td>3</td>
<td>MATH1200 Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001</td>
<td>3</td>
<td>PSYC2105 Social Psychology</td>
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<tr>
<td>PSYC1001</td>
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<td>PSYC1002 Developmental Child Psychology or</td>
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<td>PSYC2001</td>
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<td>PSYC1107 Human Growth and Development</td>
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<td>14</td>
<td>SOCI1001 Introduction to Sociology</td>
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**Sophomore Year**

<table>
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<th>Course</th>
<th>Credit Hours</th>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIOL1001 Biology I with Lab or Anatomy &amp; Physiology I or</td>
<td>4</td>
<td>BIOL1002 Biology II with Lab or Anatomy &amp; Physiology II or</td>
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</tr>
<tr>
<td>BIOL2503 Anatomy &amp; Physiology of Domestic Animals</td>
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<td>BIOL2504 Anatomy &amp; Physiology of Domestic Animals II</td>
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<tr>
<td>BIOL1005 Anatomy &amp; Physiology of Domestic Animals</td>
<td></td>
<td>BIOL1006 Anatomy &amp; Physiology of Domestic Animals II</td>
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<tr>
<td>MATH2200 Statistics</td>
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<td>PSYC3400 Abnormal Psychology or</td>
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<tr>
<td>PSYC2705 Concepts and Principles in Applied Behavior Analysis or Analysis</td>
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<td>PSYC3402 Child Psychopathology</td>
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<tr>
<td>EDUC2203 Diverse Learner in the Classroom or</td>
<td></td>
<td>PSYC2808 Psychological Tests and Measures</td>
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<tr>
<td>EDUC1001 Behavior &amp; the Young Child</td>
<td></td>
<td>PSYC2107 Experimental Social Psychology</td>
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<tr>
<td>PSYC2300 Adolescents at Risk</td>
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<td>PSYC2107 Experimental Social Psychology</td>
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<tr>
<td>PSYC3004 Writing for Psychology</td>
<td>3</td>
<td>PSYC2107 Experimental Social Psychology</td>
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<td></td>
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<td>Open Elective</td>
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**Junior Year**

<table>
<thead>
<tr>
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<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC2603 Brain &amp; Behavior or PSYC3100 Cognitive Psychology</td>
<td>3</td>
<td>PSYC3903 Psychology Internship II and Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSYC3902 Psychology Internship I and Seminar or Social Science Elective</td>
<td>3</td>
<td>ENGL2003 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EDUC2901 Infant/Toddler Internship or Social Science Elective</td>
<td>3</td>
<td>ENGL1006 Children’s Literature or 2000+ level English</td>
<td>3</td>
</tr>
<tr>
<td>PSYC2203 Understanding Diversity</td>
<td>3</td>
<td>EXSC3205 Drugs and Society</td>
<td>3</td>
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<tr>
<td>PSYC3305 Group Counseling</td>
<td>3</td>
<td>Elective (Global Awareness and Diversity)</td>
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<td>PSYC4005 Research Methods in Behavioral Science with Lab</td>
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16

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PSYC3200 Psychology of Family Humanities Elective</td>
<td>3</td>
<td>PSYC4600 Senior Seminar in Psychology</td>
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<tr>
<td>History Elective</td>
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<td>PSYC4306 Counseling Theory and Practice or</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td>PSYC4301 Counseling Children or</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td>PSYC3300 Addictions Counseling</td>
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18

**Senior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYC2200 Psychology of Family Humanities Elective</td>
<td>3</td>
<td>PSYC4600 Senior Seminar in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
<td>PSYC4306 Counseling Theory and Practice or</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td>PSYC4301 Counseling Children or</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td>PSYC3300 Addictions Counseling</td>
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<td>Open Elective</td>
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15

**Total Credits:** 125

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**Bachelor of Arts in Psychology (Honors Program)**

**Admission into the Psychology Honors Program**

At the conclusion of the sophomore year, students are invited to apply for honors track in the Psychology degree program. Applicants must submit a letter of intention, a letter of reference from instructors outside of the Department of Teacher Education and Family Studies, a degree audit indicating a cumulative GPA of 2.5 overall and 3.0 in courses within the major (non-general education). Upon review of these materials, the student may be invited by the
faculty of the Department of Teacher Education and Family Studies to enroll in the honors program. At the end of the Junior year, students will be reassessed, and only those who have retained their 3.0 G.P.A. in the major will be invited to continue in the honors program. Those who successfully complete PSYC4902 will graduate with "distinction in Psychology."

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>ENGL1001 Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>INFO1001 Technology and Society</td>
<td>3</td>
<td>MATH1200 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
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<td>PSYC2105 Social Psychology</td>
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<tr>
<td>PSYC1001 Introduction to Psychology</td>
<td>3</td>
<td>PYSC2002 Psychology of Personality</td>
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<td>PSYC2001 Psychology of Adjustment</td>
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<td>PSYC1107 Human Growth and Development</td>
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<tr>
<td></td>
<td></td>
<td>or PSYC1002 Developmental Child Psychology</td>
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<td></td>
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<td>or History Elective</td>
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**Sophomore Year**

<table>
<thead>
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<tbody>
<tr>
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<td>BIOL1002 Biology II with Lab or Anatomy &amp; Physiology II with lab or Anatomy &amp; Physiology of Domestic Animals II</td>
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<tr>
<td>BIOL1005 Anatomy &amp; Physiology of Domestic Animals I</td>
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<td>BIOL1006 Anatomy &amp; Physiology of Domestic Animals II</td>
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<tr>
<td>MATH2200 Statistics</td>
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<td>SOCI1001 Introduction to Sociology</td>
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<td>PSYC3004 Writing for Psychology</td>
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<td>PSYC3400 Abnormal Psychology</td>
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<tr>
<td>PSYC2705 Basic Concepts and Principles in Applied Behavior Analysis</td>
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<td>PSYC2107 Experimental Social Psychology</td>
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<td>PSYC2300 Adolescents at Risk</td>
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<td>PSYC2808 Psychological Tests and Measures</td>
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</table>
## Junior Year

### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSYC2603 Brain &amp; Behavior</td>
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<td>ENGL1006 Children’s Literature or English Literature 2000+ Elective</td>
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<td>PSYC3305 Group Counseling</td>
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<td>Global Awareness &amp; Diversity Elective</td>
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<tr>
<td>PSYC2203 Understanding Diversity</td>
<td>3</td>
<td>PSYC3903 Psychology Internship II and Seminar or Social Science Elective</td>
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</tr>
<tr>
<td>PSYC3902 Psychology Internship I and Seminar</td>
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<td></td>
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</tr>
<tr>
<td>PSYC4005 Research Methods in Behavioral Sciences with Lab</td>
<td>4</td>
<td>EXSC3205 Drugs and Society</td>
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<td></td>
<td>PSYC3300 Addictions Counseling or PSYC4306 Counseling Theory and Practice or PSYC4301 Counseling Children</td>
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### Spring Semester

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<td>PSYC4902 Psychology Honors Practicum</td>
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<td>PSYC4600 Senior Seminar in Psychology</td>
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</tr>
<tr>
<td>PSYC3200 Psychology of Family Open Elective</td>
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<td>Open Elective</td>
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<td></td>
<td>HUMN Elective</td>
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## Senior Year

### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
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<tr>
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<td>PSYC4902 Psychology Honors Practicum</td>
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<td>PSYC4600 Senior Seminar in Psychology</td>
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<td>PSYC3200 Psychology of Family Open Elective</td>
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<td>HUMN Elective</td>
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<tr>
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<td>Total Credits:</td>
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</table>

## Bachelor of Arts in Psychology – Applied Behavior Analysis Concentration

The concentration in Applied Behavior Analysis (ABA) is designed to prepare students for a career as a **Behavior Therapist/ABA Counselor**. Behavior analysts help people learn new behaviors, increase or reduce existing behavior, and teach individuals when to use specific behavior in specific instances. Behavior therapists provide services to individuals, families, group homes, schools, mental health agencies, hospitals, and other agencies working with individuals requiring adaptive living strategies. Most commonly, individuals with the BCABA credential provide services to individuals with special needs, such as children with autism. Completing the three courses in ABA and three intensive supervised practica, will qualify students to sit for the national certification examination sponsored by the Behavior Analyst.
Certification Board (BACB). Success on the examination will qualify students to be listed as professional behavior therapists on the national register.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.

### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001 First Year Experience</td>
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<td>ENGL1003 Writing About Literature</td>
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<td>INFO1001 Technology and Society</td>
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<td>MATH1200 College Algebra</td>
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</tr>
<tr>
<td>ENGL1001 English Composition I</td>
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<td>ENGL1006 Children’s Literature or</td>
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</tr>
<tr>
<td>PSYC1001 Introduction to Psychology</td>
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<td>English Literature 2000+ Elective</td>
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<td>PSYC2001 Psychology of Adjustment</td>
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<td>SOCI1001 Introduction to Sociology</td>
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### Sophomore Year

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<tbody>
<tr>
<td>BIOL1001 Biology I with Lab or Anatomy &amp; Physiology I with lab or</td>
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<td>BIOL1002 Biology II with Lab or Anatomy &amp; Physiology II with lab or</td>
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<td>BIOL2503 Anatomy &amp; Physiology of Domestic Animals I</td>
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<td>BIOL1006 Anatomy &amp; Physiology of Domestic Animals II</td>
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<tr>
<td>MATH2200 Statistics</td>
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<td>PSYC1107 Human Growth and Development or</td>
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<td>PSYC1013 Practicum in Applied Behavior Analysis</td>
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<td>PSYC1002 Developmental Child Psychology</td>
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<td>PSYC2808 Psychological Tests and Measures</td>
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<td>PSYC2705 Concepts and Principles in Applied Behavior Analysis</td>
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<td>PSYC2300 Adolescents at Risk</td>
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**Junior Year**

<table>
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<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYC2603 Brain &amp; Behavior or PSYC3100 Cognitive Psychology</td>
<td>3</td>
<td>PSYC2105 Social Psychology</td>
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<td>PSYC3200 Psychology of Family</td>
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<td>PSYC3013 Practicum in Applied Behavior Analysis</td>
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<td>PSYC3705 Beginning Strategies for Changing Behavior</td>
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<td>PSYC2013 Child Psychopathology</td>
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<td>PSYC2013 Practicum in Applied Behavior Analysis</td>
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<td>ENGL2003 Public Speaking</td>
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<td>PSYC2203 Understanding Diversity</td>
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**Senior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4005 Research Methods in Behavioral Sciences with Lab</td>
<td>4</td>
<td>PSYC3400 Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>PSYC3402 Child Psychopathology</td>
<td>3</td>
<td>PSYC4006 Counseling Theory and Practice</td>
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<td>PSYC3004 Writing for Psychology</td>
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<td>PSYC4600 Senior Seminar in Psychology</td>
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<tr>
<td>PSYC3305 Group Counseling</td>
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<td>EXSC3205 Drugs and Society</td>
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</tr>
<tr>
<td>PSYC3710 Advanced Strategies for Changing Behavior</td>
<td>3</td>
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<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Total Credits: 125

**Bachelor of Arts in Psychology – Applied Behavior Analysis Concentration (Honors Program)**

Students enrolled in the HONORS program of study must follow the Honors Psychology curriculum. Students enrolled in the ABA Concentration who desire an Honors curriculum will need to fulfill the requirements of both the Honors and ABA concentrations.
Bachelor of Arts in Psychology - Early Childhood Education Concentration (leading to Massachusetts Department of Education Teacher Licensure)

Leading to Massachusetts Department of Education Teacher Licensure - Admission into the Education Licensure Programs: Early Childhood (PK-2) and Elementary (1-6)

Enrollment in pre-practicum courses (EDUC3306, EDUC3301, EDUC3100, EDUC3101) requires students to have achieved a passing grade in the Communication and Literacy Skills MTEL.

Passing scores are required on the Massachusetts Tests of Educator Licensure (MTEL): Communication and Literacy and Foundations of Reading in order to enroll in EDUC4201 (Elementary Education Practicum) and EDUC4202 (Elementary Education Seminar) in the senior year.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PSYC1002 Developmental Child Psychology</td>
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<td>PSYC1001 Introduction to Psychology</td>
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<td>EDUC1003 Principles of Education</td>
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<td>EDUC1004 Experiences in ECE Curriculum</td>
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<td>ENGL1001 English Composition I</td>
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<td>MATH1200 College Algebra</td>
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<td>EDUC1201 Arts in Education</td>
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<td>ENGL1003 Writing About Literature</td>
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<td>ACAD1001 First Year Experience</td>
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<td>PHSC1001 Integrated Physical Science</td>
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<td>HIST1308 US History I</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<th>Spring Semester</th>
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<tr>
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<td>EDUC2500 Practicum in Early Childhood Education</td>
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<td>EDUC1001 Behavior and the Young Child</td>
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<td>ENGL1006 Children’s Literature</td>
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<td>MATH1300 Contemporary Topics in Math</td>
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<td>PSYC2806 Educational Psychology</td>
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<td>INFO1001 Technology and Society Issues in Biology</td>
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<td>GOVT1108 American Government</td>
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</table>
### Junior Year

<table>
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<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC3306 Math Curriculum and Instruction ECE</td>
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<td>EDUC3100 Reading, Writing &amp; Language in ECE</td>
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<td>MATH2200 Statistics</td>
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<td>PSYC3100 Cognitive Psychology</td>
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<td>EDUC3000 Foundations of American Education</td>
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<td>EDUC2700 Teaching English Language Learners</td>
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<td>EDUC3101 Foundations of Literacy</td>
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<td>PSYC4001 Research Methods</td>
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<td>PSYC2107 Experimental Social Psychology</td>
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**Total Credits:** 16

### Senior Year

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<th>Credit Hours</th>
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**Total Credits:** 12

Total Credits: 126

Note: Depending on the student’s career objectives, additional courses may be suggested. These include EDUC2004, Administering and Evaluating Programs Serving Children and Youth and/or EDUC2901, Infant/Toddler Internship.

### Bachelor of Arts in Psychology – Forensic Psychology Concentration

Forensic Psychology applies psychology to the law and the legal system. Forensic psychologists study problems of crime prevention, rehabilitation programs in prisons, courtroom dynamics, psychology and the law, and issues related to effective policing. Over the last 20 years, the field of forensic psychology has maintained a steady growth rate. It is expected that over the next ten years, consultation, research work, and clinical practice in psychology and the law will continue to grow. Positions working with law-makers, attorneys, and the courts are predicted to have the highest demand. Changing laws and the development of new ways to deal with juvenile offenders have become hot topics within the field.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.
### Freshman Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Course Title</th>
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#### Spring Semester

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### Sophomore Year

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### Bachelor of Science in Biology

The objective of the Biology major is to offer a sound undergraduate program that provides a solid foundation for graduate studies or a base of educational experience in preparation for a career immediately after graduation in the biological sciences.

Course selection within the major allows sufficient flexibility to accomplish this objective. The courses offered are relevant to many academic disciplines. Numerous science elective choices provide the student with the opportunity to choose a pathway toward special areas of interest in the major. For example, a student, working closely with a faculty advisor, can develop a program directed toward areas such as the human health sciences, laboratory and animal sciences, biotechnology or pre-professional preparation (medical, dental, veterinary and other health sciences requiring post-baccalaureate education). Besides Biology, Basic Sciences and Mathematics core courses, the student has the opportunity to personalize the major by making selections from a variety of science elective courses.

The Bachelor’s degree is generally considered the entry level for study in Biology and serves as the pathway for graduate degrees in Biology, a variety of specific Master’s degrees in the sciences, and a number of professional courses of study such as Pharmacy, Dentistry, Nursing, Physician’s Assistant, and Medicine.

### Freshman Year

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<tr>
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### Sophomore Year

**Fall Semester**

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<td>BIOL2504</td>
<td>Anatomy &amp; Physiology II or</td>
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**Spring Semester**

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Total Credits: 18

### Junior Year

**Fall Semester**

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**Spring Semester**

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Total Credits: 16

### Senior Year

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Total Credits: 15

Total Credits: 15

Science electives for Biology include:

- ANSC2000 Introduction to Laboratory Animal Science 2 credits
- ANSC2401 Animal Nutrition 3 credits
- ANSC2501 Animal Breeding 3 credits
- EXSC2205 Structural Kinesiology 3 credits
- FORE2001 Introduction to Forensics 4 credits
- FORE2002 Collection/Preservation of Evidence 4 credits
- PSYC2603 Brain and Behavior 3 credits
3000+ Science electives for Biology include:

ANSC3503 Equine Reproduction and Breeding Management 3 credits
ANSC4700 The World of Research 3 credits
BIOL3201 Primatology 3 credits
BIOL3202 Histology 4 credits
EQST3701 Equine Biomechanics and Conformation 3 credits
EQST4201 Equine Pathology and Disease 3 credits
EXSC3105 Nutrition 3 credits
Exsc3300 Exercise Physiology 4 credits
VTSC3100 Laboratory Animal Management 3 credits
VTSC3400 Immunology 3 credits
VTSC4102 Laboratory Animal Diseases 3 credits
BIOL4902 Internship II 3 credits

Note: prerequisites must be met for all courses. Open electives may be used for this purpose.

While the distribution of science electives representing 15 credits is shown as 6 courses, since course credit loads vary from 2 to 4 credits, the actual number of courses taken may vary. The requirement is 15 credits with no more than 8 credits at the 2000 level.

**Bachelor of Science in Business Administration**

This program is designed to provide broad preparation for a successful career in business within a rapidly changing economy. Emphasis is placed on developing skills and attitudes that will enable the student to successfully deal with the many challenges of business in the years ahead and to motivate people in the achievement of established business goals. Concentrations are available in Computer Information Systems, Equine Management, Hospitality and Tourism, Management, Marketing, and Sports Management.

The sample curriculum sequence shows how a typical student might progress through the program. Course sequencing may vary as long as prerequisites are met.

**Freshman Year**

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17  15
### Sophomore Year

**Fall Semester**

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<td>Legal Aspects of Business</td>
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<td>Principles of Management and Leadership</td>
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**Junior Year**

**Fall Semester**

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**Spring Semester**

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<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MGMT3200</td>
<td>3</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT3600</td>
<td>3</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG3001</td>
<td>3</td>
<td>Business Elective (2000+)</td>
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<tr>
<td>MKTG3300</td>
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**Senior Year**

**Fall Semester**

<table>
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<tbody>
<tr>
<td>MGMT4900</td>
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<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTG4001</td>
<td>3</td>
<td>Business Elective (3000+)</td>
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<tr>
<td>PHIL3001</td>
<td>3</td>
<td>Global Awareness and Diversity Elective</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective (3000+)</td>
<td>3</td>
<td>Health Elective</td>
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<tr>
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**Spring Semester**

<table>
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<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MGMT4900</td>
<td>3</td>
<td>Business Policy and Strategy</td>
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<tr>
<td>MKTG4001</td>
<td>3</td>
<td>Business Elective (3000+)</td>
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<td>Business Elective (3000+)</td>
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**Total Credits:** 123
# Computer Information Systems

## Freshman Year

**Fall Semester**

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<tr>
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</tr>
<tr>
<td>INFO1300</td>
<td>Information Systems in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>INFO1001</td>
<td>Technology and Society</td>
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</tr>
<tr>
<td>MGMT1000</td>
<td>Introduction to Business</td>
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<tr>
<td>MATH1200</td>
<td>College Algebra</td>
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**Spring Semester**

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<tbody>
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<td>Introduction to Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1003</td>
<td>Writing about Literature</td>
<td>3</td>
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<tr>
<td>INFO1003</td>
<td>Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH2200</td>
<td>Statistics</td>
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<tr>
<td>MGMT2200</td>
<td>Principles of Management and Leadership</td>
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## Sophomore Year

**Fall Semester**

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<tbody>
<tr>
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<tr>
<td>INFO2003</td>
<td>Advanced Computer Applications</td>
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<tr>
<td>ACCT2004</td>
<td>Entrepreneurial Accounting</td>
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<tr>
<td>MKTG2104</td>
<td>Principles of Marketing</td>
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<tr>
<td>CPTR2800</td>
<td>Information Security and Information Technology Fundamentals</td>
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**Spring Semester**

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<tbody>
<tr>
<td>ECON2002</td>
<td>Macroeconomics</td>
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<td>LGLS2205</td>
<td>Legal Aspects of Business</td>
<td>3</td>
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<tr>
<td>PSYC1001</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<td>INFO3300</td>
<td>Business Analytics</td>
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## Junior Year

**Fall Semester**

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<tbody>
<tr>
<td>MGMT3200</td>
<td>Financial Management</td>
<td>3</td>
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<td>MGMT3800</td>
<td>Management Information Systems</td>
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<tr>
<td>MKTG3001</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>MKTG3300</td>
<td>Principles of Sales</td>
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<tr>
<td>Science Elective w/lab</td>
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**Spring Semester**

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<tr>
<td>MGMT3100</td>
<td>International Business</td>
<td>3</td>
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<td>MGMT3400</td>
<td>Human Resource Management</td>
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<tr>
<td>Communications Elective</td>
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<td>3</td>
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<tr>
<td>Approved CIS Elective</td>
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<td>Science Elective</td>
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16

15
### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MGMT4900 Career Internship</td>
<td>3</td>
<td>MGMT4100 Business Policy and Strategy</td>
<td>3</td>
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<tr>
<td>PHIL3001 Ethics</td>
<td>3</td>
<td>Approved CIS Elective 3000+</td>
<td>3</td>
</tr>
<tr>
<td>Approved CIS Elective 2000+</td>
<td>3</td>
<td>Global Awareness and Diversity Elective</td>
<td>3</td>
</tr>
<tr>
<td>Approved CIS Elective 3000+</td>
<td>3</td>
<td>Health Elective</td>
<td>3</td>
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<tr>
<td>Open Elective</td>
<td>3</td>
<td>Open Elective</td>
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<tr>
<td></td>
<td></td>
<td>Total Credits:</td>
<td>123</td>
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</table>

Students need to take four courses from a group to earn specialization. Specializations are recorded on the academic transcript. Students may choose to take four electives which are not grouped in a specialization.

### Specialization in Computer Programming and Networking
- **CPTR1100** Introduction to Programming
- **CPTR1400** Programming in C++
- **CPTR2300** Data Structures
- **CPTR3600** Networking I
- **CPTR4600** Networking II

### Specialization in Information Security
- **CPTR2800** Information Security and Information Technology Fundamentals
- **CPTR2801** Information Security Threat Landscape and Attacker Motivation
- **CPTR2802** Defending and Attacking Modern Networked Computer Systems
- **CPTR3801** Information Security Incident Handling
- **CPTR3802** Business Communication for Information Security Professionals
- **CPTR4801** Emerging Technologies and Implications for Information Security
- **CPTR4802** Security Management and Policy Topics

### Specialization in Project Management
- **MGMT2805** Project Planning & Control
- **MGMT3805** Project Team Management
- **MGMT3806** Influence, Decision Making and Problem Solving in Project Management
- **MGMT4105** Project Management: Tools & Techniques
- **MGMT4805** Project Management Capstone
Equine Management Concentration

The purpose of the Equine Management Concentration is to prepare individuals to assume roles in businesses relating to horses. The format allows for a strong business background mixed with equine related courses that can prepare the student to deal with many aspects of the equine industry from owning a stable to managing a reproduction facility. Some courses will require students to work in a Becker associated stable caring for the horses on a daily basis.

Special requirements:
All students (full or part-time) are required to demonstrate proof of medical insurance, a tetanus booster within the past 10 years, and a tuberculosis test within one year to participate in the equine courses of this major. Rabies pre-exposure prophylaxis immunization is strongly recommended. Students are required to either show proof of rabies immunization or sign a declination form. In addition, students must be able to easily lift at least 50 lbs. since work with horses may require movement of large bales of hay and feed, as well as restraint of 1000 lbs. or larger animals. Appropriate attire will be required for any class visiting an equine facility whether for laboratory or demonstration.

Graduates of this program should be able to demonstrate an understanding of business and management concepts in addition to an understanding and competency in the care of, handling of, and management of horses of all ages and physical abilities.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.

Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001  First Year Experience</td>
<td>2</td>
<td>ENGL1003  Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACCT1001  Financial Accounting</td>
<td>3</td>
<td>EQST1001* Foundations in Riding I or EQST1002</td>
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</tr>
<tr>
<td>ENGL1001  English Composition I</td>
<td>3</td>
<td>INFO1003  Computer Applications</td>
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<tr>
<td>EQST1601  Foundation In Equine Care</td>
<td>3</td>
<td>MATH1200  College Algebra</td>
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<tr>
<td>INFO1001  Technology and Society</td>
<td>3</td>
<td>PSYC1001  Introduction to Psychology</td>
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<tr>
<td>MGMT1000  Introduction to Business</td>
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17
## Sophomore Year

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Credit</strong></th>
<th><strong>Spring Semester</strong></th>
<th><strong>Credit</strong></th>
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<tr>
<td><strong>Credit Hours</strong></td>
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<td><strong>Hours</strong></td>
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<tr>
<td>ANSC2701 Equine Anatomy and Physiology</td>
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<td>ECON2002 Macroeconomics</td>
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<tr>
<td>ECON2001 Microeconomics</td>
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<td>LGLS2205 Legal Aspects of Business</td>
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<tr>
<td>EQST2801 Fundamentals of Farm and Stable Management</td>
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<td>MGMT2200 Principles of Management and Leadership</td>
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<tr>
<td>MATH2200 Statistics</td>
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<td>ACCT1002 Managerial Accounting</td>
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<td>MKTG2104 Principles of Marketing</td>
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<td>History Elective</td>
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## Junior Year

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Credit</strong></th>
<th><strong>Spring Semester</strong></th>
<th><strong>Credit</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td><strong>Hours</strong></td>
<td></td>
</tr>
<tr>
<td>MGMT3200 Financial Management</td>
<td>3</td>
<td>MGMT3100 International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT3600 Management Decision Making and Problem Solving</td>
<td>3</td>
<td>MGMT3400 Human Resource Management</td>
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</tr>
<tr>
<td>Health Elective</td>
<td>3</td>
<td>Communications Elective</td>
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<tr>
<td>Equine Elective</td>
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<td>Science Elective w/lab</td>
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## Senior Year

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<th><strong>Credit</strong></th>
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<th><strong>Credit</strong></th>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Hours</strong></td>
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<tr>
<td>EQST4906 Externship Module Ia</td>
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<td>MKTG3300 Principles of Sales</td>
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<td>Equine Elective (3000+)</td>
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</tr>
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<td>PHIL3001 Ethics</td>
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<td>Open Elective</td>
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</tr>
<tr>
<td>Business Elective (3000+)</td>
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<td>Global Awareness and Diversity Elective</td>
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</tr>
<tr>
<td><strong>Total Credits:</strong></td>
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<td></td>
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*Students may test out of EQST1001 with a combination of in-saddle skills demonstration and written examination. These students will be required to take EQST1002.*
Hospitality and Tourism Management Concentration

After fall 2012, new students are not being accepted into the program. Change of major requests from current students or requests to transfer into the program from outside Becker College will be evaluated individually.

Hospitality is an important industry in the country and leads the way in creating new employment opportunities worldwide. Becker's program will help launch students into the growing American and international field of hospitality and tourism management. The industry offers exciting job opportunities in hotels, resorts, airlines, restaurants, health care facilities, club management, school and college food service facilities and convention centers.

Graduates of this program are prepared to apply knowledge and understanding of the general principles of marketing, accounting, hospitality, legal environment, computer applications and guest services. Students will also be prepared to perform entry-level managerial operations of hospitality goods and services, including problem solving in industry-related issues.

Through the hospitality field experience, exposure to major hotel companies will give the student a network of valuable contacts. Becker students participating in the hospitality field experience program have worked as front office personnel, cashiers, hostesses, reservationists, desk clerks, waitresses and cooks in such operations as Marriott, Ramada Inn and the Sheraton Corporation.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequence may vary as long as prerequisites are met.

Freshman

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001</td>
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<td>Introduction to Hospitality and Tourism</td>
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<td>Technology and Society</td>
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<td>INFO1003</td>
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<td>MATH1200</td>
<td>College Algebra</td>
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<td>PSYC1001</td>
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<tr>
<td>MGMT1000</td>
<td>Introduction to Business</td>
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## Sophomore Year

<table>
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<th>Credit Hours</th>
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<tbody>
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## Junior Year

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<tr>
<td>MGMT3600</td>
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<td>Global Awareness and Diversity Elective</td>
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<tr>
<td>MKTG3001</td>
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<td>Communications Elective</td>
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## Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTR3001</td>
<td>3</td>
<td>MGMT4100</td>
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<tr>
<td>HSTR4900</td>
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<td>Open Elective</td>
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<td>MKTG3300</td>
<td>3</td>
<td>Open Elective</td>
<td>3</td>
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<tr>
<td>PHIL3001</td>
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<td>History Elective</td>
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<tr>
<td>Business Elective (3000+)</td>
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<td>History Elective</td>
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15

## Management Concentration

The Management concentration prepares students to assume leadership roles in business. Students will learn how organizations formulate strategy, set goals and objectives, implement plans, and measure results. They will study the key issues involved in managing project and teams, marketing products and services, preparing accounting and financial statements, and
evaluating a company’s financial health. An internship will give students the opportunity to put the information that they learn in the classroom into practice.

The sample curriculum sequence shows how a typical student might progress through the program. Course sequencing may vary as long as prerequisites are met.

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001 First Year Experience</td>
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<td>ACCT1002 Managerial Accounting</td>
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<tr>
<td>ACCT1001 Financial Accounting</td>
<td>3</td>
<td>ENGL1003 Writing about Literature</td>
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<td>ENGL1001 English Composition I</td>
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<tr>
<td>INFO1001 Technology and Society</td>
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<td>MATH1200 College Algebra</td>
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</tr>
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<td>MGMT1000 Introduction to Business</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ECON2001 Microeconomics</td>
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<td>ECON2002 Macroeconomics</td>
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<tr>
<td>INFO2003 Advanced Computer</td>
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<td>LGLS2205 Legal Aspects of Business</td>
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<td>Applications</td>
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<tr>
<td>MATH2200 Statistics</td>
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<td>MGMT2200 Principles of Management</td>
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<td></td>
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<td>MKTG2104 Principles of Marketing</td>
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**Junior Year**

<table>
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<th>Credit Hours</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>MGMT3200 Financial Management</td>
<td>3</td>
<td>MGMT3100 International Business</td>
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<td>MGMT3205 Organizational Behavior</td>
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<td>MGMT3400 Human Resource Management</td>
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<td>MGMT3600 Management Decision</td>
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<td>MGMT3960 Budget &amp; Performance</td>
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<tr>
<td>Making &amp; Problem Solving</td>
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<td>Measurement</td>
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<tr>
<td>MKTG3001 Marketing Management</td>
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<td>Business Elective</td>
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<td>MKTG3300 Principles of Sales</td>
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<td>Science Elective</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Fall Semester Hours</th>
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<tbody>
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<td>MKTG4001</td>
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<td>PHIL3001</td>
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### Marketing Concentration

The Marketing concentration prepares students for exciting and challenging careers in marketing. The focus of this concentration is to equip students with the skills and knowledge that are necessary for success in today’s fast-paced marketing and sales environment. Students will study the key issues involved in marketing products and services, developing and implementing marketing strategies, retail marketing, consumer behavior, marketing research, and the challenges of international marketing. An internship will give students the opportunity to put the information that they learn in the classroom into practice.

The sample curriculum sequence shows how a typical student might progress through the program. Course sequencing may vary as long as prerequisites are met.

### Freshman Year

<table>
<thead>
<tr>
<th>Course Code</th>
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### Sophomore Year

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<tbody>
<tr>
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**Spring Semester**  
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<td>MGMT2200</td>
<td>Principles of Management and Leadership</td>
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<td>MKTG2101</td>
<td>Advertising</td>
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### Junior Year

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<td>Financial Management</td>
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<tr>
<td>MKTG3300</td>
<td>Principles of Sales</td>
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<tr>
<td>MKTG3005</td>
<td>Consumer Behavior</td>
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**Spring Semester**  
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<td>MGMT3100</td>
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<td>MKTG4400</td>
<td>Advanced Topics in Marketing</td>
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### Senior Year

**Fall Semester**  
<table>
<thead>
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<td>MGMT4900</td>
<td>Career Internship</td>
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<tr>
<td>MKTG4001</td>
<td>Marketing Research</td>
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<td>MKTG4200</td>
<td>Retail Marketing</td>
<td>3</td>
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<td>PHIL3001</td>
<td>Ethics</td>
<td>3</td>
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<td>Open Elective</td>
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**Spring Semester**  
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<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>MGMT4100</td>
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<td>International Marketing</td>
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Total Credits: 123

### Sports Management Concentration

The Sports Management concentration focuses on the administration and management of sports facilities and organizations. Students will learn the fundamentals of accounting, management, and marketing, and they will apply this knowledge to the world of sports. They will study event and facility management as well as legal and ethical issues in sports. Two internships will give students the opportunity to put the information that they learn in the classroom into practice.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequence may vary as long as prerequisites are met.
### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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<td>ENGL1003</td>
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<td>3</td>
<td>EXSC2203</td>
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<td>INFO1001</td>
<td>3</td>
<td>INFO1003</td>
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<tr>
<td>MGMT1000</td>
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<td>MATH1200</td>
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<td>PSYC 1001</td>
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<td>SPMG2302</td>
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### Sophomore Year

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<tr>
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<td>ACCT1002</td>
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<td>LGLS2205</td>
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### Junior Year

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Total: 17 + 15

Total: 15 + 15

Total: 16 + 15
Senior Year

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<td>Open Elective</td>
</tr>
<tr>
<td></td>
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<td>Total Credits:</td>
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</table>

Bachelor of Science in Criminal Justice

Students who select the baccalaureate program in criminal justice will profit from a curriculum which is balanced among the broad areas of study represented by criminal justice, the social sciences, general education courses, and elective courses.

In general, the program seeks to enhance critical thinking abilities, communication skills and the ability to conceptualize complex problems. Advanced courses help the student to process and apply information reliably while developing skills in research methodology. Understanding the history, philosophy and organization of the agencies of criminal justice, together with an opportunity for practical experience in one or more of them, is a further goal of the program.

Upon graduation, the student may pursue graduate studies or a professional career in law enforcement, corrections, parole, probation, court administration or within the juvenile justice system.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.

Policing Option

Working with an advisor, a student may elect to follow the Policing Option in their junior and senior years. This option is defined by courses that enhance the student’s communication, analytical, and critical thinking skills in ways relevant to a policing career. In addition, the criminal justice internship and the senior year capstone experience can be shaped to meet the needs of students working within the Policing Option.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.
## Freshman Year

### Fall Semester
- **JUST1100**: Criminal Justice System & Process (3)
- **ACAD1001**: First Year Experience (2)
- **INFO1001**: Technology and Society (3)
- **SOCI1001**: Introduction to Sociology (3)
- **ENGL1001**: English Composition I (3)
- **LGLS2102**: Criminal Law (3)

### Credit Hours: 17

### Spring Semester
- **JUST1101**: Homeland, Private & Public Security (3)
- **JUST1105**: Juvenile Justice System & Process (3)
- **ENGL1003**: Writing about Literature (3)
- **GOVT1109**: State and Local Government (3)
- **PSYC1001**: Introduction to Psychology (3)

### Credit Hours: 15

## Sophomore Year

### Fall Semester
- **JUST2202**: Crisis Intervention in Criminal Justice (3)
- **JUST2203**: Corrections, Systems & Process (3)
- **ENGL2003**: Public Speaking (3)
- **SOCl2001**: Criminology (3)
- **GOVT1108**: American Government (3)

### Credit Hours: 15

### Spring Semester
- **ENF02207**: Police and the Community (3)
- **JUST2209**: Probation and Parole (3)
- **PSYC2105**: Social Psychology (3)
- **MATH1200**: College Algebra (3)
- **Elective**: (Science with Lab) (4)

### Credit Hours: 15

## Junior Year

### Fall Semester
- **JUST3200**: Criminal Procedure and Evidence (3)
- **HIST3100**: American Constitutional History or (3)
- **FORE3100**: Criminal Investigation (3)
- **LGLS3200**: Topics in Law and Society (3)
- **JUST2204**: Victimology & Victim Services (4)

### Credit Hours: 16

### Spring Semester
- **JUST3001**: Police Administration and Management (3)
- **MATH2200**: Statistics (3)
- **SOCI3100**: Juvenile Delinquency (3)
- **Elective**: (Science with Lab) (4)
- **JUST3900**: Criminal Justice Internship (3)

### Credit Hours: 16
Senior Year

Fall Semester | Credit Spring Semester | Credit Hours
---|---|---
JUST4001 Research in Criminal Justice | JUST4100 Directed Study in Criminal Justice | 3
PHIL3001 Ethics | GOVT4100 American Constitutional Law | 3
PSYC3400 Abnormal Psychology | SOCI4001 Data Analysis | 3
Elective (History) | Elective (Health Education) | 3
Elective (Global Awareness and Diversity) | Elective | 3
15 | 15 | Total Credits: 124

Forensics/Crime Scene Processing Concentration

This concentration is designed for Criminal Justice students interested in pursuing a more technical, specialized aspect of the field; that of Crime Scene Technician. The focus of this concentration is on the basic and advanced sciences necessary to investigate, gather data/evidence, and begin the processing of a crime scene. Crime Scene Technicians serve and assist the crime lab personnel and provide the foundation and starting point for investigations by following protocols for gathering evidence, taking pictures, recording measurements and securing an area for further investigation.

Graduates will have career opportunities at the entry level, as either sworn or non-sworn personnel, in law enforcement agencies Crime Scene Investigation divisions, Bureau of Criminal Identification-Evidence Recovery Units, or in Crime Laboratories. Positions may also exist in the private sector. Graduates are also prepared to apply for and enter advanced study at the Graduate Program/Master’s Degree level.

It is recommended that Criminal Justice majors who select this concentration have a strong background in sciences.

Students are required to achieve a grade of C or better in the following courses: BIOL1001, BIOL1002, CHEM1001, CHEM1002, FORE2001, FORE2002, PHYS2001, and the Science Elective. Students who do not meet this requirement, after two attempts, will be dropped from this concentration.

This sample curriculum sequence illustrates how a student might progress through the curriculum. Course sequence may vary as long as prerequisites are met.
### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit</th>
<th>Spring Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
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<td><strong>Hours</strong></td>
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<tr>
<td>JUST1100</td>
<td>3</td>
<td>GOVT1109</td>
<td>3</td>
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<tr>
<td>Criminal Justice System &amp; Process</td>
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<td>State and Local Government</td>
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### Sophomore Year

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<th>Spring Semester</th>
<th>Credit</th>
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<td><strong>Hours</strong></td>
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<td>Introduction to Forensics</td>
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<td>Collection/Preservation of Evidence</td>
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<td>CHEM1002</td>
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<td>PSYC2105</td>
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</tr>
<tr>
<td>American Government</td>
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<td>Social Psychology</td>
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<td><strong>Total</strong></td>
<td>17</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit</th>
<th>Spring Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td></td>
<td><strong>Hours</strong></td>
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</tr>
<tr>
<td>JUST3200</td>
<td>3</td>
<td></td>
<td>3 /4</td>
</tr>
<tr>
<td>Criminal Procedure and Evidence</td>
<td></td>
<td>Elective Science</td>
<td></td>
</tr>
<tr>
<td>PHYS2001</td>
<td>4</td>
<td>JUST3900</td>
<td>3</td>
</tr>
<tr>
<td>Physics I</td>
<td></td>
<td>Criminal Justice Internship</td>
<td></td>
</tr>
<tr>
<td>or Elective (GOVT or HIST)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL2102</td>
<td>3</td>
<td>GRPH2170</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Composition</td>
<td></td>
<td>Principles of Digital Imaging</td>
<td></td>
</tr>
<tr>
<td>JUST2204</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Victimology &amp; Victim Services</td>
<td></td>
<td>Computer Elective (INFO1003, 2003 or 2100)</td>
<td></td>
</tr>
<tr>
<td>FORE3100</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Criminal Investigation</td>
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<td>Elective (History)</td>
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<tr>
<td><strong>Total</strong></td>
<td>16</td>
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<td>15/16</td>
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Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST4001 Research in Criminal Justice</td>
<td>3</td>
<td>JUST4100 Directed Study in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHIL3001 Ethics</td>
<td>3</td>
<td>SOCI4001 Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GRPH2130 Techniques of Raster Imaging</td>
<td>3</td>
<td>Elective (Health Education)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Elective (Criminal Justice)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC3400 Abnormal Psychology</td>
<td>3</td>
<td>Open Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
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</tr>
<tr>
<td></td>
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<td>Total Credits:</td>
<td>129/130</td>
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</tbody>
</table>

Bachelor of Science in Exercise Science

Exercise Science - the science of human movement, is concerned with how and why the human body responds to physical activity. Exercise science is a very diverse field of study that encompasses many areas of inquiry. The Health and Fitness concentration curriculum facilitates the opportunity for employment as fitness/wellness director, exercise physiologist, coach, health specialist, clinical or research assistant or management position. To increase the success of students in the job market, the program prepares students for taking a variety of certifications, such as Advanced Personal Trainer, Health and Fitness Instructor, Weight Management Consultant, or Strength and Conditioning Specialist. Additionally, the Health and Fitness concentration program provides senior students with practicum opportunities in a setting of individual interest. These practicum sites include but are not limited to health and wellness facilities, corporate and commercial fitness clubs, college athletic teams, or hospital cardiac rehabilitation.

Another career option for Exercise Science students is to attend professional graduate schools in allied health fields. The students who intend to pursue graduate schools need to work with their advisors or program director closely for the selection of the elective courses to ensure that they will meet the admission requirements of graduate programs.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequence may vary as long as prerequisites are met.

Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1001 Technology and Society</td>
<td>3</td>
<td>EXSC1205 Health and Fitness Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td>ENGL1003 Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>SOCI1001 Introduction to Sociology</td>
<td>3</td>
<td>PSYC1001 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPMG2302 Introduction to Sports Management</td>
<td>3</td>
<td>MATH1200 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>EXSC1500 Stress Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>14</td>
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</table>
### Sophomore Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2503</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>EXSC2203</td>
<td>Personal &amp; Community Health</td>
<td>3</td>
</tr>
<tr>
<td>EXSC2205</td>
<td>Structural Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1500</td>
<td>Effective Communications or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL2003 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EXSC2204</td>
<td>Fitness for Life</td>
<td>3</td>
</tr>
<tr>
<td>EXSC2705</td>
<td>Advanced Personal Trainer (APT)</td>
<td>4</td>
</tr>
<tr>
<td>EXSC2105</td>
<td>Teaching Sports Skills</td>
<td>3</td>
</tr>
<tr>
<td>INFO1003</td>
<td>Computer Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2504</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>EXSC2202</td>
<td>Emergency Responder</td>
<td>3</td>
</tr>
<tr>
<td>EXSC2205</td>
<td>Structural Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1500</td>
<td>Effective Communications or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL2003 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EXSC2204</td>
<td>Fitness for Life</td>
<td>3</td>
</tr>
<tr>
<td>EXSC2105</td>
<td>Teaching Sports Skills</td>
<td>3</td>
</tr>
<tr>
<td>EXSC2705</td>
<td>Advanced Personal Trainer (APT)</td>
<td>4</td>
</tr>
<tr>
<td>INFO1003</td>
<td>Computer Applications</td>
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### Junior Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC3105</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC3700</td>
<td>Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH2200</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective (Global Awareness and Diversity)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective (Humanities)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Open)</td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC3300</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Health Education</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Elective (BIOL, CHEM, PHYS)</td>
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<td></td>
</tr>
<tr>
<td>Elective (Open)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective (Open)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective (Humanities)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective (Business)</td>
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<td>3</td>
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### Senior Year

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC4800</td>
<td>Assessment &amp; Prescription in Health &amp; Fitness</td>
<td>4</td>
</tr>
<tr>
<td>EXSC4105</td>
<td>Principles of Strength and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>SPMG3100</td>
<td>Sports Facility Management</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Humanities or Social Science)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective (open)</td>
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<td>3</td>
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<tr>
<td>Elective (Open)</td>
<td></td>
<td>3</td>
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<tr>
<td>Elective (Open)</td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EXSC4205</td>
<td>Lifespan Motor Development and Learning</td>
<td>3</td>
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<tr>
<td>EXSC4908</td>
<td>Internship in Health and Fitness</td>
<td>6</td>
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<tr>
<td></td>
<td>Health Education</td>
<td>3</td>
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<tr>
<td>Elective or Elective (BIOL, CHEM, PHYS)</td>
<td>3</td>
<td></td>
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<tr>
<td>Elective (Humanities)</td>
<td></td>
<td>3</td>
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<tr>
<td>Elective (Humanities)</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Credits:** 124
Bachelor of Science in Legal Studies

After fall 2012, new students are not being accepted into the program. Change of major requests from current students or requests to transfer into the program from outside Becker College will be evaluated individually.

This program is designed to meet the needs of today’s society for individuals with increased levels of legal knowledge. Legal employers cite an increasing need for employees with substantial research skills, advanced critical thinking abilities, and sophisticated communication techniques.

Graduates of the program will be able to consider careers in a number of different settings in the legal world. The emerging fields of environmental law, intellectual property law, and the increasing application of law in the banking and real estate industries provide unique opportunities. In addition, the dual concentration of law and liberal arts provides students with the best possible preparation for law school.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequence may vary as long as prerequisites are met.

Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1001 Technology and Society 3</td>
<td>INFO1003 Computer Applications 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL1001 English Composition I 3</td>
<td>ENGL1003 Writing about Literature 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGLS1100 Introduction to Law 3</td>
<td>LGLS1103 Real Estate Law 3</td>
<td></td>
<td></td>
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<tr>
<td>LGLS1207 Contracts and Uniform Commercial Code 3</td>
<td>LGLS2107 Family Law 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI1001 Introduction to Sociology 3</td>
<td>MATH1200 College Algebra 3</td>
<td></td>
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<tr>
<td>ACAD1001 First Year Experience 2</td>
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Sophomore Year

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<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVT1108 American Government 3</td>
<td>LGLS2105 Estates, Trusts and Estate Administration 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGLS2200 Corporation Law 3</td>
<td>LGLS2300 Legal Writing Techniques 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGLS2203 Litigation 3</td>
<td>LGLS2900 Career Internship or Introduction to Psychology 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LGLS2208 Legal Research Techniques 3</td>
<td>PSYC1001</td>
<td></td>
<td></td>
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<tr>
<td>LGLS2600 Computer Applications for the Legal Profession 3</td>
<td>Elective (Humanities) 3</td>
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15 15
### Junior Year

<table>
<thead>
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<th>Fall Semester</th>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
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<td>Hours</td>
</tr>
<tr>
<td>ACCT1001 Accounting Principles I</td>
<td>3</td>
<td>GOVT3001 Political Theory</td>
<td>3</td>
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<tr>
<td>LGLS2102 Criminal Law</td>
<td>3</td>
<td>Elective (Health Education)</td>
<td>3</td>
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<tr>
<td>PHIL3001 Ethics</td>
<td>3</td>
<td>Elective (Open)</td>
<td>3</td>
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<tr>
<td>Elective (ENGL2000+)</td>
<td>3</td>
<td>Elective (Humanities)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Science)</td>
<td>3</td>
<td>Elective (Science with Lab)</td>
<td>4</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit</th>
<th>Spring Semester</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td></td>
<td>Hours</td>
</tr>
<tr>
<td>ENGL2003 Public Speaking</td>
<td>3</td>
<td>GOVT4100 American Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>HIST3100 American Constitutional History</td>
<td>3</td>
<td>LGLS4100 Directed Legal Study</td>
<td>3</td>
</tr>
<tr>
<td>LGLS3001 Advanced Legal Writing and Analysis</td>
<td>3</td>
<td>Elective (Open)</td>
<td>3</td>
</tr>
<tr>
<td>LGLS4001 Advanced Civil Litigation Elective (Open)</td>
<td>3</td>
<td>Elective (Global Awareness and Diversity)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credits:** 123

### Career Opportunities:
Upon completion of this major, student will have the option of choosing to pursue immediate employment as a paralegal or continuing their education in law school.

### Associate of Science in Nursing

Accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), the Associate Degree Nursing program prepares the student for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students acquire nursing skills for the beginning level of practice and graduate with the competencies to assume the role of a registered nurse in the direct care of clients with health needs and problems across the continuum of care throughout the life span.

Approved by the Massachusetts Board of Registration in Nursing, the nursing and liberal arts curriculum provides a sound, progressive, quality education. Learning takes place within a structured, but flexible setting under the guidance of the nursing faculty and includes experience in a variety of clinical affiliations. Above all, the student is prepared to enter the nursing profession as a competent caring individual and contributing community citizen.
Career Opportunities:

Graduates are qualified to practice nursing in a variety of contemporary health-care settings including acute, sub-acute, long-term, rehabilitation, and community settings.

Please refer to the specific admission requirements for all Nursing programs in the Admission section of the academic catalog, under the Nursing Applicants section. LPN admission requirements can be found in Transfer Admission from other Nursing Programs on page 33.

Becker College is accredited by the New England Association of Colleges and Secondary Schools.

The Associate Degree of Science in Nursing (ASN) program is approved by the Massachusetts Board of Registration in Nursing (BORN) and is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Contact Information:

• Massachusetts Board of Registration in Nursing (BORN)
  239 Causeway Street, 2nd Floor, Suite 200
  Boston, MA  02114
  1-800-414-0168
  http://www.mass.gov/eohhs/provider/licensing/occupational/nursing/

• Accreditation Commission for Education in Nursing, Inc. (ACEN)
  3343 Peachtree Road, NE, Suite 850
  Atlanta, GA  30326
  (404) 975-5000
  http://www.acenursing.org/

Freshman Year

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credit Hours</th>
<th>Semester II</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2503 Anatomy &amp; Physiology I</td>
<td>4</td>
<td>BIOL2502 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>BIOL2504 Anatomy &amp; Physiology II (Theory/Class 5 credits)</td>
<td>4</td>
</tr>
<tr>
<td>NURS1103 Essentials of Health Assessment and Promotion (Theory/Class 2.5 credits) (Lab/Clinical Practice 0.5 credits)</td>
<td>3</td>
<td>NURS1105 Nursing II (Lab/Clinical Practice 5 credits)</td>
<td>10</td>
</tr>
<tr>
<td>NURS1104 Fundamentals of Nursing (Theory/Class 2.5 credits) (Lab/Clinical Practice 1.5 credits)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Total:</td>
<td>16</td>
<td>Semester Total:</td>
<td>18</td>
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</tbody>
</table>
Sophomore Year

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credit Hours</th>
<th>Semester II</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1001 Technology and Society</td>
<td>3</td>
<td>ENGL1003 Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>NURS2201 Nursing III (Theory/Class 5 credits) (Lab/Clinical Practice 5 credits)</td>
<td>10</td>
<td>NURS2202 Nursing IV (Theory/Class 5 credits) (Lab/Clinical Practice 5 credits)</td>
<td>10</td>
</tr>
<tr>
<td>PSYC1001 Introduction to Psychology</td>
<td>3</td>
<td>NURS2205 Seminar in Nursing</td>
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<tr>
<td>PSYC1107 Human Growth and Development Semester Total:</td>
<td>3</td>
<td>SOCI1001 Introduction to Sociology Total Credits:</td>
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<tr>
<td></td>
<td>19</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Nursing course credit hours/clock hours are equated as follows:

**Theory/classroom:** 1:1 (one credit hour = one classroom hour)

**College Lab/Clinical practice:** 1:3 (one credit hour = three clinical/lab hours)

Students must pass the theory, college lab, and clinical practice components of each nursing course in order to pass the course. All co-requisite courses must be taken as scheduled in the Becker College ASN program curriculum plan. Progression in nursing courses is denied when prerequisites and/or co-requisites have not been completed.

Students enrolled in NURS1104, NURS1105, NURS2201 and NURS2202 are required to pass a math/dosage calculation competency test before beginning clinical and will be withdrawn if they are unable to pass after three attempts.

A standardized test, e.g., ATI (Assessment Technologies Institute) Comprehensive Assessment and Review Program is utilized within the nursing program to assist in student learning and for promotion and progression. For details, refer to the Nursing Student Handbook.

Nursing Program policy requires a minimum grade of C in science courses (Anatomy and Physiology 1 and 2, Microbiology), only one allowed retake of each science course is allowed. A minimum grade of C+ (77) must be achieved in all nursing courses.

Students who do not achieve the minimum grade within the respective course will be required to apply for reinstatement, which may involve meeting additional requirements, a successful score on a readmission exam, and will be granted on a space available basis. Students are allowed to repeat only ONE nursing course. Remediation will be required before reinstatement into the Nursing Program is granted. Withdrawal from a nursing course at any time is considered a separation from the nursing program. If the course grade at the time of withdrawal is below the passing standard, the grade recorded will be a WF and it counts as a separation or a repeat of a nursing course.

Nursing students are required to complete a nursing program scheduled on-site NCLEX-RN review course prior to taking the licensing exam.
Students are required to maintain his/her own copy of the Student Health Record and other requirements for their portfolio. Clinical sites require proof of student health and immunization status. This information is provided to affiliation offices before clinical clearance is granted. If this information is not disclosed, the student would be dismissed from the nursing program.

If at any time the nursing faculty determines that a student’s physical or mental ability may interfere with safe clinical performance, the student will not be allowed to remain in the clinical area. The Nursing Program Director will be notified and the future status of the student will be administratively determined.

**Bachelor of Science in Nursing (Prelicensure)**

Becker College Bachelor of Science in Nursing is a prelicensure 4-year nursing program. Our comprehensive program prepares you to assume the role of a Registered Nurse in direct care of patients in acute-care, long-term care, and community or ambulatory care settings, as well as for entry into the graduate level nursing programs. Successful completion of this program provides the student eligibility to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) exam.

**Undergraduate admissions**

For information about admissions requirements, including credit transfers, please call 877-523-2537, email admissions@becker.edu, or visit www.becker.edu

The Prelicensure Bachelor of Science (BSN) program is approved by the Massachusetts Board of Registration in Nursing (BORN).

Massachusetts Board of Registration in Nursing (BORN)
239 Causeway Street
2nd Floor, Suite 200
Boston, MA 02114
1-800-414-0168

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>ENGL1003 Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>CHEM1001 Chemistry</td>
<td>4</td>
<td>Elective (History)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC1001 Introduction to Psychology</td>
<td>3</td>
<td>SOCI1001 Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>MATH1200 Algebra</td>
<td>3</td>
<td>BIOL2503 Anatomy &amp; Physiology I</td>
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<tr>
<td>ENGL1001 English Composition I</td>
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<td>Elective (Humanities)</td>
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<td>INFO1001 Technology &amp; Society</td>
<td>3</td>
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<td></td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PSYC1107 Human Growth and Development</td>
<td>3</td>
<td>NURS3002 Complementary/Alternative Modalities</td>
<td>3</td>
</tr>
<tr>
<td>MATH2200 Statistics</td>
<td>3</td>
<td>HUMN3100 Intercultural Communication</td>
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<tr>
<td>BIOL2504 Anatomy &amp; Physiology II</td>
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<td>BIOL2502 Microbiology</td>
<td>4</td>
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<td>ENGL2003 Public Speaking</td>
<td>3</td>
<td>NURS1200 Intro to the Profession of Nursing</td>
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<td>PHIL3300 Medical Ethics</td>
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<td>EXSC3105 Nutrition</td>
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### Junior Year

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<th>Credit Hours</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>NURS2103 Health Assessment &amp; Promotion Across the Lifespan</td>
<td>3</td>
<td>NURS3300 Medical Surgical Nursing I 7 wks.</td>
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<tr>
<td>- Theory/Class 2.5 credits</td>
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<td>- Theory/Class 4 credits</td>
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<tr>
<td>- Lab Practice 0.5 credits: 22.5 total hours</td>
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<td>- Lab/Clinical Practice 2 credits: 90 total hours</td>
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<tr>
<td>NURS3000 Introduction to Pharmacokinetics in Nursing</td>
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<td>NURS3400 Maternal Child Nursing – 7 wks</td>
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<tr>
<td></td>
<td></td>
<td>- Theory/Class 4 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lab/Clinical Practice 2 credits: 90 total hours</td>
<td></td>
</tr>
<tr>
<td>NURS2400 Principles of Nursing Care</td>
<td>6</td>
<td>NURS3100 Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>- Theory/Class 3 credits</td>
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</tr>
<tr>
<td>- Lab/Clinical Practice 3 credits: 135 total hours</td>
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<tr>
<td>NURS3200 Technology and Nursing Informatics</td>
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### Senior Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Hours</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>NURS3305</td>
<td>Medical Surgical Nursing II</td>
<td>6</td>
<td>NURS4200</td>
<td>6</td>
<td>Care of Patients with Complex Physiological and Psychological Health Issues</td>
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<td></td>
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<td></td>
<td>- Theory/Class 4 credits</td>
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<td>- Theory/Class 3 credits</td>
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</tr>
<tr>
<td></td>
<td>- Lab/Clinical Practice 2 credits</td>
<td></td>
<td></td>
<td></td>
<td>- Lab/Clinical Practice 3 credits: 135 total hours</td>
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<tr>
<td>NURS3600</td>
<td>Community Health Nursing</td>
<td>4</td>
<td>NURS4205</td>
<td>2</td>
<td>Transition to Nursing Practice</td>
<td></td>
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<tr>
<td></td>
<td>- Theory/Class 3 credits</td>
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<td></td>
<td>- Clinical 1 credit: 45 total hours</td>
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<tr>
<td>OPEN</td>
<td>Open Elective</td>
<td>3</td>
<td>NURS4901</td>
<td>1</td>
<td>Transition to Nursing Practice Practicum (15 clinical hours)</td>
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<td></td>
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<tr>
<td>NURS4403</td>
<td>Nurse as Educator</td>
<td>3</td>
<td>OPEN</td>
<td>3</td>
<td>Open Elective</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NURS4901</td>
<td>Transition to Nursing Practice Practicum (15 clinical hours)</td>
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</tr>
<tr>
<td>OPEN</td>
<td>Open Elective</td>
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<tr>
<td></td>
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</tbody>
</table>

**Total Credits:** 124

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### Nursing course credit hours/clock hours are equated as follows:

**Theory/classroom:** 1:1 (one credit hour = one classroom hour)

**College Lab/Clinical practice:** 1:3 (one credit hour = three hours in the college lab or clinical practice setting).

Students must pass the theory, college lab, and clinical practice components of each nursing course in order to pass the course. All co-requisite courses must be taken as scheduled in the Becker College prelicensure BSN program curriculum plan. Progression in nursing courses is denied when prerequisites and/or co-requisites have not been completed.

### Prelicensure BSN Admission into Year Three, First Semester Nursing Admission/Course Work Requirements:

- Admission to the prelicensure BSN program does NOT guarantee entry into the year 3, first semester nursing course work.

- Students seeking entry into the year 3, first semester nursing course work, which takes place during the Fall semester must petition for entry by **March 30** of that year. The first offering of the third year curriculum will be Fall 2014, the deadline for petitioning for entering this semester is **March 30, 2014**.

- Successful criteria to progress to the third year (first semester of year 3/Fall semester) includes:

  - An earned College cumulative GPA of 2.0 or better.
Successful completion of prelicensure BSN curriculum plan science courses, with a final of C (2.0) or better for each science course, with only one allowed retake of each science course.

MATH2200 Statistics must be successfully completed with a grade of C or higher prior to the scheduled NURS3100 Research in Nursing course.

Achievement of a final course grade of C+ or higher in NURS1200 (Introduction to Professional Nursing) and NURS3002 (Complementary/Alternative Modalities).

Successful completion of all courses (66 credits in the first 2 years of the published prelicensure BSN nursing program curriculum).

Achievement of an overall score of Proficient or higher on the ATI Version V – Test of Essential Academic Skills (TEAS® V) within one year of petitioning for entry into the year 3 nursing courses. Only two attempts to achieve the minimum benchmark score will be allowed. (See Freshman Nursing Applicants Prelicensure Bachelor of Science in Nursing (BSN) Academic Requirements).

- A standardized test, e.g., ATI (Assessment Technologies Institute) Comprehensive Assessment and Review Program is utilized within the nursing program to assist in student learning and for promotion and progression.

- Nursing program policy requires a minimum grade of C in science courses (Chemistry, Anatomy and Physiology 1 and 2, Microbiology), only one allowed retake of each science course is allowed. The minimum grade of C+ (77) must be achieved in all nursing courses.

- Students must pass theory, college lab, and clinical practice components of each nursing course in order to pass the course. Students must take the pre and co-requisite courses according to the published curriculum plan.

- Students enrolled in nursing courses with a clinical component are required to pass a math/dosage calculation competency test before beginning clinical and will be withdrawn if they are unable to pass after three attempts.

- Students who do not achieve the minimum grade within the respective nursing course will be required to apply for reinstatement, which may involve meeting additional requirements, a successful score on a readmission exam, and will be granted on a space available basis. Students are allowed to repeat only ONE nursing course. Remediation will be required before reinstatement into the Nursing Program is granted. Withdrawal from a nursing course at anytime is considered a separation from the nursing program. If the course grade at the time of withdrawal is below the passing standard, the grade recorded will be a WF and it counts as a separation or a repeat of a nursing course.
Nursing students are required to complete a nursing program scheduled on-site NCLEX-RN review course prior to taking the licensing exam.

Bachelor of Science in Veterinary Science

Veterinary Science – Clinical & Laboratory Animal Medicine and Pre-Veterinary Concentrations

This program is designed for students interested in a career in veterinary science and technology. The format allows a student to earn an associate degree in Veterinary Technology while working toward a Bachelor of Science degree in Veterinary Science. The course requirements for the associate degree are outlined in the catalog associate degree programs under Veterinary Technology. Graduates of other associate degree programs in Veterinary Technology accredited by the American Veterinary Medical Association may transfer directly into the bachelor’s degree program (as long as all mandatory courses have been completed and all Prerequisite courses for courses in the bachelor’s degree in Veterinary Science Program have been or will have been met).

The demand for qualified graduates in veterinary science and technology far exceeds the supply. Employers cite an increasing need for well-trained veterinary science career professionals. Careful selection of courses and externship experiences can help graduates meet eligibility requirements to sit for certification exams in clinical laboratory technology, emergency medicine and critical care, laboratory animal medicine, and to work in medical and pharmacological research.

Students are encouraged to work part-time in a veterinary practice or biotechnical research setting to maintain learned technical and nursing skills. Junior and senior students are also eligible to apply for employment as laboratory teaching assistants in the associate degree Veterinary Technology program.

The Veterinary Science curriculum has a collection of core course requirements and electives. The core requirements build a foundation of knowledge for all graduate veterinary technicians. The elective course offerings provide the opportunity for the student to pursue his/her individual interests such as laboratory animal medicine, companion animal medicine or prepare to pursue a postgraduate degree (MS, Ph.D., DVM).

This broad-based baccalaureate degree program in biologic sciences, veterinary sciences and animal husbandry also allows students to select in-depth instruction and clinical experience with a practical theme. The two concentration options available are Clinical and, Laboratory Animal Medicine and Pre-Veterinary. Supplementing the didactic course work is an externship in which the student receives hands-on training at an approved facility such as a veterinary practice or research facility. The student works directly with his/her faculty advisor to select appropriate elective courses within the curriculum to match their particular area of interest.

An integral part of the program is the Lenfest Animal Health Center. This on-campus veterinary clinic treats hundreds of animals annually and allows students to gain valuable hands-on clinical experience as part of the curriculum. In addition to the veterinary clinic on
campus, field trips are made to local shelters and farm animal facilities. These out-reach programs give the students experiences with a wide range of animal species.

Please refer to the specific admission requirements for all Veterinary programs in the Admission section of the academic catalog, under the Veterinary Applicants section.

For further information about our facility, faculty and curriculum, go to the Animal Science Programs department page (www.becker.edu/academics/departments-programs/animal-science).

Clinical & Laboratory Animal Medicine Concentration

This concentration is designed to further enhance the student’s knowledge of nutrition, husbandry, nursing, diseases and preventive medicine for the common domestic animals and laboratory species. In addition to a strong foundation in science courses, a student may focus on their particular interest with the appropriate elective courses that reflect their career pathway.

Special Requirements:

All full and part-time students are required to demonstrate proof of medical insurance, a tetanus booster within the last ten (10) years, and a tuberculosis test within one (1) year to participate in animal laboratories, veterinary clinic rotations and career externship. Rabies pre-exposure prophylaxis immunization is highly recommended. Students are required to either show proof of rabies immunization or sign a declination form. Students must be able to lift 50 pounds and be able to demonstrate the physical capabilities to work closely and safely with animals of all sizes. Students with limitations to movement, sight or hearing may find it difficult to meet all course requirements. For the health and safety of students appropriate attire will be addressed in all classes with laboratories.

Students must achieve a ‘C’ or better in all core program courses and program electives to graduate from the program. A student will be allowed to repeat a total of two core courses or program electives. Failure to achieve a ‘C’ or better in any two core courses or program electives after two attempts will result in dismissal from the Veterinary Science program. Core courses and program electives are designated by an (*).

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.
### Freshman Year

#### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTSC1101</td>
<td>Clinical Veterinary Experience I*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL1005</td>
<td>Anatomy and Physiology of Domestic Animals I*</td>
<td>4</td>
</tr>
<tr>
<td>CHEM1001</td>
<td>Chemistry I*</td>
<td>4</td>
</tr>
<tr>
<td>ACAD1001</td>
<td>First Year Experience</td>
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</tr>
<tr>
<td>MATH1200</td>
<td>College Algebra*</td>
<td>3</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>VTSC1102</td>
<td>Clinical Veterinary Experience II*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL1006</td>
<td>Anatomy and Physiology of Domestic Animals II*</td>
<td>4</td>
</tr>
<tr>
<td>VTSC1200</td>
<td>Veterinary Pharmacology*</td>
<td>2</td>
</tr>
<tr>
<td>CHEM1002</td>
<td>Chemistry II*</td>
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<tr>
<td>ENGL1001</td>
<td>English Composition I</td>
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#### Sophomore Year

#### Fall Semester

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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>VTSC2500</td>
<td>Veterinary Anesthesia and Surgery*</td>
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<tr>
<td>VTSC2102</td>
<td>Clinical Pathology*</td>
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<td>VTSC2900</td>
<td>Externship Module I*</td>
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<td>VTSC2902</td>
<td>Practical Experience I*</td>
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<tr>
<td>INFO1001</td>
<td>Technology and Society</td>
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<tr>
<td>ENGL1003</td>
<td>Writing about Literature</td>
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#### Spring Semester

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<tbody>
<tr>
<td>VTSC2000</td>
<td>Laboratory Animal Science*</td>
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<td>VTSC2001</td>
<td>Veterinary Radiology*</td>
<td>2</td>
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<tr>
<td>VTSC2101</td>
<td>Veterinary Hematology*</td>
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<tr>
<td>VTSC2201</td>
<td>Farm Animal Skills*</td>
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<td>VTSC2904</td>
<td>Practical Experience II*</td>
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<td>PSYC1001</td>
<td>Introduction to Psychology</td>
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#### Junior Year

#### Fall Semester

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<tbody>
<tr>
<td>CHEM3003</td>
<td>Biochemistry*</td>
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<td>ANSC3100</td>
<td>Animals in Society*</td>
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<tr>
<td>BIOL2502</td>
<td>Microbiology*</td>
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<td>VTSC3401</td>
<td>Pathophysiology of Disease*</td>
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<td>Elective (Communications)</td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>VTSC3200</td>
<td>Clinical Animal Behavior*</td>
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<tr>
<td>Open Elective</td>
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<tr>
<td>Elective (History)</td>
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</tr>
<tr>
<td>Elective (Veterinary Science*)</td>
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<tr>
<td>Elective (Global Awareness and Diversity)</td>
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</tr>
<tr>
<td>Elective (Health Education)</td>
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#### Total Credits

- Freshman Year: 17
- Sophomore Year: 17
- Junior Year: 16
- Total: 40

### Notes
- Courses marked with an asterisk (*) indicate required courses.
- Credit hours are noted for each course.
Senior Year

<table>
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<tr>
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<th>Credit Hours</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>BIOL3500 Genetics*</td>
<td>3</td>
<td>Veterinary Science</td>
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<tr>
<td>VTSC3600 Veterinary Nutrition*</td>
<td>3</td>
<td>VTSC4901 Externship Module IIIa*</td>
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<tr>
<td>VTSC4900 Externship Module II*</td>
<td>3</td>
<td>VTSC4902 Externship Module IIIb*</td>
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<tr>
<td>Elective (Humanities/Social Science)</td>
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<td>VTSC4903 Externship Module IIIc*</td>
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<tr>
<td>Elective (Veterinary Science*)</td>
<td>3</td>
<td>VTSC4500 Senior Seminar*</td>
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</tr>
<tr>
<td>Elective (Math*)</td>
<td>3</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Total Credits:</td>
<td>132</td>
</tr>
</tbody>
</table>

Clinical and Lab Animal Medicine electives include (no more than 1 elective at the 2000 level):

- ANSC2403 Equine Nutrition 3 Credits
- ANSC3503 Equine Reproduction and Breeding 3 Credits
- ANSC2701 Equine Anatomy & Physiology 3 Credits
- BIOL 3001 Cell Biology 3 Credits
- BIOL3201 Primatology 3 Credits
- BIOL3202 Histology 4 Credits
- BIOL4200 Biotechniques 3 Credits
- EQST3701 Equine Biomechanics and Conformation 3 Credits
- EQST4201 Equine Pathology and Disease 3 Credits
- PSYC2603 Brain and Behavior 3 Credits
- VTSC3100 Laboratory Animal Management 3 Credits
- VTSC3400 Immunology 3 credits
- VTSC3402 Advanced Veterinary Nursing Techniques 3 Credits
- VTSC4102 Laboratory Animal Diseases 3 Credits
- VTSC4401 Companion Animal Diseases 3 Credits

Mathematics electives include:

- BIOL3200 Biostatistics 3 Credits
- MATH2200 Statistics 3 Credits
- MATH2202 Calculus 3 Credits

Pre-Veterinary Concentration

The pre-veterinary concentration allows the student to receive a Bachelor's Degree in Veterinary Science, meeting the requirements for most veterinary schools as well as the requirements for the two-year, AVMA-accredited program in Veterinary Technology. Students are advised that the requirements of each veterinary school are different, and that they may need to take additional courses to meet the Prerequisite requirements of a specific...
school. Students should be prepared to begin the application process at the end of the junior year and may receive feedback at that time on how they might make their application stronger.

Special Requirements:

All full and part-time students are required to demonstrate proof of medical insurance, a tetanus booster within the last ten (10) years, and a tuberculosis test within one (1) year to participate in animal laboratories, veterinary clinic rotations and career externship. Rabies pre-exposure prophylaxis immunization is highly recommended. Students are required to either show proof of rabies immunization or sign a declination form. Students must be able to lift 50 pounds and be able to demonstrate the physical capabilities to work closely and safely with animals of all sizes. Students with limitations to movement, sight or hearing may find it difficult to meet all course requirements. For the health and safety of students appropriate attire will be addressed in all classes with laboratories.

Students must achieve a ‘C’ or better in all core program courses and program electives to graduate from the program. A student will be allowed to repeat a total of two core courses or program electives. Failure to achieve a ‘C’ or better in any two core courses or program electives after two attempts will result in dismissal from the Pre-Veterinary program. Core courses and program electives are designated by an (*).

Note: A student who may be withdrawn from the Pre-Veterinary program might still be retained in Veterinary Technology or the 4-year Clinical and Lab Animal Medicine concentration if they have failed to achieve the ‘C’ in courses not in those 2 majors. For instance, a Pre-Veterinary student may repeat Biology 1 and 2, then get a C- in Organic Chemistry, and still be eligible for either of the other degree programs.

This sample curriculum sequence illustrates how a student might progress through the concentration. Course sequencing may vary as long as prerequisites are met.

Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1001 Biology I*</td>
<td>4</td>
<td>BIOL1002 Biology II*</td>
<td>4</td>
</tr>
<tr>
<td>CHEM1001 Chemistry I*</td>
<td>4</td>
<td>CHEM1002 Chemistry II*</td>
<td>4</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td>ENGL1003 Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>INFO1001 Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>MATH1200 College Algebra*</td>
<td>3</td>
<td>MATH2202 Calculus* or MATH2200 Statistics*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
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<td>17</td>
</tr>
</tbody>
</table>
## Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>VTSC1101</td>
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<td>VTSC1102</td>
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<tr>
<td>BIOL1005</td>
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<td>BIOL1006</td>
<td>4</td>
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<td>CHEM2100</td>
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<td>VTSC1200</td>
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<tr>
<td>PSYC1001</td>
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### Junior Year

<table>
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<th>Fall Semester</th>
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<th>Spring Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>VTSC2001</td>
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<td>BIOL2502</td>
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<td>CHEM3003</td>
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<td>VTSC2900</td>
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<td>3</td>
</tr>
<tr>
<td>VTSC2902</td>
<td>1</td>
<td>VTSC Elective</td>
<td>3</td>
</tr>
<tr>
<td>ANSC3100</td>
<td>3</td>
<td>VTSC Elective</td>
<td>3</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>VTSC3401</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>VTSC3600</td>
<td>3</td>
<td>VTSC Elective</td>
<td>3</td>
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<tr>
<td>BIOL3500</td>
<td>3</td>
<td>PHYS2002</td>
<td>4</td>
</tr>
<tr>
<td>PHYS2001</td>
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<td>VTSC4500</td>
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<td></td>
<td>3</td>
<td>VTSC4900</td>
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<tr>
<td></td>
<td>3</td>
<td>VTSC4901</td>
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</table>

Total Credits: 138
Pre-Veterinary Science electives include (no more than 1 elective at the 2000 level):

ANSC2403 Equine Nutrition 3 Credits
ANSC3503 Equine Reproduction and Breeding 3 Credits
ANSC2701 Equine Anatomy & Physiology 3 Credits
BIOL 3001 Cell Biology 3 Credits
BIOL3201 Primatology 3 Credits
BIOL3202 Histology 4 Credits
BIOL4200 Biotechniques 3 Credits
EQST3701 Equine Biomechanics and Conformation 3 Credits
EQST4201 Equine Pathology and Disease 3 Credits
PSYC2603 Brain and Behavior 3 Credits
VTSC3100 Laboratory Animal Management 3 Credits
VTSC3200 Clinical Animal Behavior 3 Credits
VTSC3400 Immunology 3 Credits
VTSC3402 Advanced Veterinary Nursing Techniques 3 Credits
VTSC3405 Pain Medicine 2 Credits
VTSC4102 Laboratory Animal Diseases 3 Credits
VTSC4401 Companion Animal Diseases 3 Credits

Laboratory Animal Management Concentration

The objective of the Laboratory Animal Management Concentration is to prepare graduates to provide the daily care for the animals used in biomedical research, and to provide support to the veterinary and research staff within a research facility. Graduates will be prepared to assume supervisory roles relating to the overall management of laboratory animal care personnel and the animal care facility.

The Massachusetts Society for Medical Research has identified the lack of sufficient appropriately trained staff caring for Laboratory Animals as one of the biggest threats to the more than $2.5 billion dollar industry of biomedical research in New England. According to the Bureau of Labor Statistics, this field is expected to grow faster than average through 2016. The Worcester area is home to several scientific research and development companies which are significant employers in this area.

The College’s modern, on-campus veterinary clinic houses a kennel, laboratory animal rooms, dog training and grooming rooms in addition to clinical facilities. Field trips to area research facilities supplement the hands-on experience in the classroom and laboratory. Students are encouraged to work part-time in a biotechnical research setting to enhance learned technical skills. This is facilitated by the externship components of the curriculum which may result in additional employment opportunities.

For further information about our facility, faculty and curriculum, go to the Animal Science Programs department page (www.becker.edu/academics/departments-programs/animal-science).

Special Requirements:

All full and part-time students are required to demonstrate proof of medical insurance, a tetanus booster within the last ten (10) years, and a tuberculosis test within one (1) year to participate in animal laboratories, veterinary clinic rotations and career externship. Rabies pre-exposure prophylaxis immunization is highly recommended. Students are required to
either show proof of rabies immunization or sign a declination form. Students must be able to
lift 50 pounds and be able to demonstrate the physical capabilities to work closely and safely
with animals of all sizes. Students with limitations to movement, sight or hearing may find it
difficult to meet all course requirements. For the health and safety of students appropriate
attire will be addressed in all classes with laboratories.

This sample curriculum sequence illustrates how a student might progress through the
program. Course sequencing may vary as long as prerequisites are met.

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC1003 Animal Care Management</td>
<td>3</td>
<td>ANSC1400 Introduction to Animal Science</td>
<td>3</td>
</tr>
<tr>
<td>ANSC1005 Kennel Operation and Design</td>
<td>3</td>
<td>ANSC1010 Animal Health Skills</td>
<td>3</td>
</tr>
<tr>
<td>BIOL1001 Biology I</td>
<td>4</td>
<td>BIOL1002 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td>ENGL1003 Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>MATH1200 College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1005 A&amp;P Domestic Animals</td>
<td>4</td>
<td>BIOL1006 A&amp;P Domestic Animals II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM1001 Chemistry I</td>
<td>4</td>
<td>CHEM1002 Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>ANSC2401 Animal Nutrition</td>
<td>3</td>
<td>ANSC2501 Animal Breeding</td>
<td>3</td>
</tr>
<tr>
<td>ANSC2200 Dog Obedience</td>
<td>2</td>
<td>ANSC2202 Domestic Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ANSC2000 Introduction to Laboratory Animal Science</td>
<td>2</td>
<td>INFO1001 Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>ANSC2900 Externship Module I****</td>
<td>3</td>
<td></td>
<td>18</td>
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</table>


## Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2502</td>
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<td>MGMT2200</td>
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<td>ANSC3401</td>
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<td>PSYC1001</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Health Education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (Communication)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>16</td>
<td></td>
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</table>

## Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC3100</td>
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<td>ANSC4700</td>
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<tr>
<td>BIOL3201</td>
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<td>ANSC4901</td>
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<tr>
<td>ANSC4900</td>
<td>3</td>
<td>Elective (open)</td>
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</tr>
<tr>
<td>Elective (Humanities)</td>
<td></td>
<td>Elective (Humanities/Social Science)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (History)</td>
<td></td>
<td>Elective (Global Awareness and Diversity)</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 126

Students are advised that taking Computer Applications is strongly recommended.

For further information about our facility, faculty and curriculum, go to the Animal Science Programs department page (www.becker.edu/academics/departments-programs/animal-science).

Students who determine after the beginning of the sophomore year that they do not wish to continue the bachelor’s degree can typically complete the AS in Animal care in a total of five semesters. They must complete the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC1201</td>
<td>Introduction to Grooming</td>
<td>1</td>
</tr>
<tr>
<td>ANSC2201</td>
<td>Intermediate Grooming</td>
<td>2</td>
</tr>
<tr>
<td>MGMT2500</td>
<td>Small Business Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective (Humanities/Social Science)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Credits:</td>
<td>12</td>
</tr>
</tbody>
</table>
Students who determine BEFORE the beginning of the sophomore year that they do not wish to complete the bachelor’s degree can complete the AS in Animal Care in the traditional four semesters by taking ANSC1201 and ANSC2201 concurrently in the fourth semester.

****The hours for this externship are completed in the summer between the first and second years.

**Equine Studies Concentration**

This program offers students the opportunity to increase their knowledge of horses and develop marketable skills. The horse industry is highly diverse and offers a variety of employment opportunities. With this diversity of opportunities and areas of interest in mind, the major has been designed accordingly.

All Equine Studies students take a required core of equine courses, which have both a classroom based and hands on component, which provides a solid foundation in theory and practice. The equine core courses are followed by a choice of several equine electives. After completing the core courses and equine electives, the student, in consultation with her/his academic advisor, will be able to customize the remainder of the program in accordance with the student’s goals and interests in regard to the equine field by using a set of “open” electives.

This provides the student with a primary focus in one area to gain an in depth education in that aspect of the equine field. For example, a student with a strong interest in riding instruction who completed the sequence of riding instruction courses would have the background to sit for the Massachusetts Riding Instructor certification. Alternatively, a student interested in graduate studies would be able to use some of the elective credits to fulfill prerequisites for specific graduate level programs in the sciences, or develop cross-disciplinary interests, such as animal behavior. Others might elect to focus on equine facilities/stable management, or to take courses in several areas to keep their employment options broad.

An externship during the senior year provides the student with the opportunity to gain valuable work experience in an environment which provides continued support to the learning process.

**Entrance Requirements:** See Becker College admissions information. A tetanus toxoid booster is required within the ten years preceding entrance. It is the student’s responsibility to keep this vaccine current. A prophylactic rabies vaccine is recommended, but should the student choose not to get the vaccine then a waiver must be signed before the student is allowed to participate in any courses involving direct contact with animals or the equine facility. Students must be able to lift a minimum of 50 Lbs without assistance and work around 1000 Lb animals in small quarters, as well as haul feed and bedding. Therefore, students with limitations to movement, sight or hearing may find it difficult to meet all course requirements. A student must be able to gauge an animal’s body language and hear the animal coming up behind them. Students are advised to discuss their plans for entrance into this major with their family physician if they have severe allergies to hay, straw, shavings and/or other limitations of concern.

**A precautionary note:** Since horses can be unpredictable in their behavior, a degree of risk is inherent to working with these animals. A waiver of liability is required to be signed at the time the student enters the program. Students may need to consider the cost of sturdy work shoes or boots that can be easily cleaned, and coveralls when working in the facility.
Students involved with any of the equitation or riding classes will need to supply their own helmets and riding boots (specifications to be discussed by course instructors). Students should keep in mind that transportation provided by the College to the riding facility may not always be available when needed.

**Horses used in class:** Any student entering the program with a physical requirement for a certain type or size of horse will be accommodated as much as possible. However, if the school is unable to find the appropriate horse to meet a student’s physical needs, the student may not be able to complete the Program.

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001 <em>First Year Experience</em></td>
<td>2</td>
<td>ANSC1400 <em>Introduction to Animal Science</em></td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001 <em>English Composition I</em></td>
<td>3</td>
<td>ENGL1003 <em>Writing about Literature</em></td>
<td>3</td>
</tr>
<tr>
<td>PSYC1001 <em>Introduction to Psychology</em></td>
<td>3</td>
<td>EQST1001 <em>Foundations in Riding I or Foundations in Riding II</em></td>
<td>3</td>
</tr>
<tr>
<td>EQST1601 <em>Foundation in Equine Care</em></td>
<td>3</td>
<td>INFO1001 <em>Technology and Society</em></td>
<td>3</td>
</tr>
<tr>
<td>MATH1200 <em>College Algebra</em></td>
<td>3</td>
<td>Elective (Open)</td>
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</tr>
<tr>
<td></td>
<td>14</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EQST2801 <em>Fundamentals of Farm and Stable Management</em></td>
<td>3</td>
<td>ENGL1500 <em>Effective Communications or Public Speaking</em></td>
<td>3</td>
</tr>
<tr>
<td>ANSC2701 <em>Equine Anatomy and Physiology</em></td>
<td>3</td>
<td>ENGL2003 <em>An equine nutrition</em></td>
<td>3</td>
</tr>
<tr>
<td>EQST1002 <em>Foundations of Riding II or Principles of Riding Instruction I or Basic Training Methods</em></td>
<td>3</td>
<td>EQST3100 <em>Equine Behavior</em></td>
<td>3</td>
</tr>
<tr>
<td>EQST2001 <em>Equine Anatomy and Physiology</em></td>
<td>4</td>
<td>EQST2200 <em>Equine Industry and the Law</em></td>
<td>3</td>
</tr>
<tr>
<td>BIOL1001 <em>Biology I or Anatomy &amp; Physiology of Domestic Animals I</em></td>
<td>3</td>
<td>BIOL1002 <em>Biology II or Anatomy &amp; Physiology of Domestic Animals II</em></td>
<td>4</td>
</tr>
<tr>
<td>BIOL1005 <em>Environmental Science I or Elective (Global Awareness and Diversity)</em></td>
<td>3</td>
<td>ENVS1002 <em>Environmental Science II</em></td>
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</tr>
<tr>
<td>ENV4001 <em>Equine Anatomy and Physiology</em></td>
<td>3</td>
<td>BIOL1006 <em>Anatomy &amp; Physiology of Domestic Animals II or Environmental Science II</em></td>
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</tr>
</tbody>
</table>
## Junior Year

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH2200</td>
<td>Statistics or</td>
<td>3</td>
<td>EQST3701</td>
<td>3</td>
</tr>
<tr>
<td>MATH2202</td>
<td>Calculus</td>
<td></td>
<td>Equine Biomechanics and Conformation</td>
<td></td>
</tr>
<tr>
<td>SPAN1001</td>
<td>Conversational Spanish (suggested) or Elective (Humanities)</td>
<td>3</td>
<td>EQST4500</td>
<td>3</td>
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<tr>
<td></td>
<td>Elective (Health Education)</td>
<td>3</td>
<td>Elective (Humanities or Social Science)</td>
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</tr>
<tr>
<td></td>
<td>Elective (History)</td>
<td>3</td>
<td>ANSC3100 Animals in Society</td>
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<tr>
<td></td>
<td>Elective (Open)</td>
<td>3</td>
<td>Elective (Equine)</td>
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<tr>
<td></td>
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<td>15</td>
<td></td>
<td>15</td>
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</table>

## Senior Year

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQST3104</td>
<td>Special Topics in Equine Industry</td>
<td>3</td>
<td>EQST4201</td>
<td>3</td>
</tr>
<tr>
<td>EQST4906</td>
<td>Externship Module Ia</td>
<td>3</td>
<td>EQST4908 Externship Module Ib</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective (Equine Studies)</td>
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<td>Elective (Open)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective (Humanities)</td>
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<td>Elective (Open)</td>
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<tr>
<td></td>
<td>Elective (Open)</td>
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<td>Elective (Open)</td>
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<tr>
<td></td>
<td></td>
<td>18</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits: 124

*Students may test out of EQST1001 with a combination of in-saddle skills demonstration and written examination. These students will be required to take EQST1002.

## Associate Degree Programs

### Associate of Science in Animal Care

This program has been specifically developed for those individuals who feel a strong attachment toward animals and want to work closely with them on a daily basis. Emphasis is placed on the practical aspects of animal care and management. The primary focus is on dogs and cats but students also receive instruction in the health maintenance and care of laboratory animals.

Many students who select the Animal Care program are actually undecided as to which specific area in the animal care field best suits them. One of the strengths of the program is that it exposes students to the wide variety of opportunities in the animal care profession. The College’s modern, on-campus veterinary clinic houses a kennel, dog training and grooming facilities and laboratory animal facilities.

Graduates of this program are prepared to demonstrate correct kennel management procedures; evaluate and modify canine behavior; perform basic grooming skills; and demonstrate proper health, safety and nutritional practices for companion animals.
For further information about our facility, faculty and curriculum, go to the School of Animal Studies page (www.becker.edu/academics/departments-programs/animal-science).

This sample curriculum sequence illustrates how a student might progress through the program. Course sequence may vary as long as prerequisites are met.

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>ANSC1010 Animal Health Skills</td>
<td>3</td>
</tr>
<tr>
<td>ANSC1003 Animal Care Management</td>
<td>3</td>
<td>ANSC1201 Introduction to Grooming</td>
<td>1</td>
</tr>
<tr>
<td>ANSC1005 Kennel Operation and Design</td>
<td>3</td>
<td>ANSC1400 Introduction to Animal Science</td>
<td>3</td>
</tr>
<tr>
<td>BIOL1001 Biology I</td>
<td>4</td>
<td>BIOL1002 Biology II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td>INFO1001 Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1003 Writing about Literature</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td></td>
<td><strong>17</strong></td>
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</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC2000 Introduction to Laboratory Animal Science</td>
<td>2</td>
<td>MATH1200 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ANSC2201 Intermediate Grooming</td>
<td>2</td>
<td>ANSC2200 Dog Obedience</td>
<td>2</td>
</tr>
<tr>
<td>ANSC2401 Animal Nutrition</td>
<td>3</td>
<td>ANSC2202 Domestic Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ANSC2900 Externship Module I</td>
<td>3</td>
<td>ANSC2501 Animal Breeding</td>
<td>3</td>
</tr>
<tr>
<td>MGMT2500 Small Business Management</td>
<td>3</td>
<td>Elective (Humanities/Social Science)</td>
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</tr>
<tr>
<td>Elective (Humanities/Social Science)</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**Special Requirements:**

All full and part-time students are required to demonstrate proof of medical insurance, a tetanus booster within the last ten (10) years, and a tuberculosis test within one (1) year to participate in animal laboratories, veterinary clinic rotations and career externship. Rabies pre-exposure prophylaxis immunization is highly recommended. Students are required to either show proof of rabies immunization or sign a declination form. Students must be able to lift 50 pounds and be able to demonstrate the physical capabilities to work closely and safely with animals of all sizes. Students with limitations to movement, sight or hearing may find it difficult to meet all course requirements. For the health and safety of students appropriate attire will be addressed in all classes with laboratories.
Associate of Science in Veterinary Technology

A Veterinary Technician is a graduate of a two-year, AVMA-accredited program in Veterinary Technology who has knowledge of applied science and specialized training in animal health, care and management. Graduates of the program are qualified to perform a wide range of technical medical skills and may be employed in veterinary practices, research and academic institutions, biological laboratories, pharmaceutical companies, public health organizations and zoos. The demand for veterinary technicians continues to exceed the supply of graduates.

An integral part of the program is the Lenfest Animal Health Center. This on-campus veterinary clinic treats hundreds of patients annually and allows students to gain valuable hands-on clinical experience as part of the curriculum. In addition to the veterinary clinic on campus, field trips to shelters and large animal facilities add to the clinical experience of the students. These out-reach programs give the students experiences with a wide range of animal species. Additionally, supplementing the didactic course work is an externship in which the student receives hands-on training in an approved research facility, private veterinary practice or veterinary teaching facility.

The curriculum is fully accredited by the American Veterinary Medical Association's Committee on Veterinary Technician Education and Activities.

For further information about our facility, faculty and curriculum, go to the School of Animal Studies page (www.becker.edu/academics/departments-programs/animal-science).

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTSC1101 Clinical Veterinary Experience I*</td>
<td>4</td>
<td>VTSC1102 Clinical Veterinary Experience II*</td>
<td>4</td>
</tr>
<tr>
<td>BIOL1005 Anatomy and Physiology of Domestic Animals I*</td>
<td>4</td>
<td>BIOL1006 Anatomy and Physiology of Domestic Animals II*</td>
<td>4</td>
</tr>
<tr>
<td>CHEM1001 Chemistry I*</td>
<td>4</td>
<td>VTSC1200 Veterinary Pharmacology*</td>
<td>2</td>
</tr>
<tr>
<td>ACAD1001 First Year Experience</td>
<td>2</td>
<td>CHEM1002 Chemistry II*</td>
<td>4</td>
</tr>
<tr>
<td>MATH1200 College Algebra*</td>
<td>3</td>
<td>ENGL1001 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td>17</td>
</tr>
</tbody>
</table>
Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTSC2500 Veterinary Anesthesia and Surgery*</td>
<td>4</td>
<td>VTSC2000 Laboratory Animal Science*</td>
<td>2</td>
</tr>
<tr>
<td>VTSC2102 Clinical Pathology*</td>
<td>3</td>
<td>VTSC2001 Veterinary Radiology*</td>
<td>2</td>
</tr>
<tr>
<td>VTSC2900 Externship Module I*</td>
<td>2</td>
<td>VTSC2101 Veterinary Hematology*</td>
<td>3</td>
</tr>
<tr>
<td>VTSC2902 Practical Experience I*</td>
<td>1</td>
<td>VTSC2201 Farm Animal Skills*</td>
<td>2</td>
</tr>
<tr>
<td>INFO1001 Technology and Society</td>
<td>3</td>
<td>VTSC2904 Practical Experience II*</td>
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<tr>
<td>ENGL1003 Writing about Literature</td>
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<td>Elective (Humanities)</td>
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<tr>
<td></td>
<td></td>
<td>Elemtive (Social Science)</td>
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</tr>
</tbody>
</table>

16

16 Total Credits: 66

Special Requirements:

All full and part-time students are required to demonstrate proof of medical insurance, a tetanus booster within the last ten (10) years, and a tuberculosis test within one (1) year to participate in animal laboratories, veterinary clinic rotations and career externship. Rabies pre-exposure prophylaxis immunization is highly recommended. Students are required to either show proof of rabies immunization or sign a declination form. Students must be able to lift 50 pounds and be able to demonstrate the physical capabilities to work closely and safely with animals of all sizes. Students with limitations to movement, sight or hearing may find it difficult to meet all course requirements. For the health and safety of students appropriate attire will be addressed in all classes with laboratories.

Students must achieve a ‘C’ or better in all core program courses to graduate from the program. A student will be allowed to repeat a total of two core courses. Failure to achieve a ‘C’ or better in any two core courses after two attempts will result in dismissal from the Veterinary Technology program. Core courses are designated by an (*).

Please refer to the specific admission requirements for all Health Science programs in the Admission section of the academic catalog, under the Veterinary Applicants section.

Career Opportunities:

Clinical Practice: Veterinary technicians employed by practicing veterinarians are qualified, on an entry level, to assist in the performance of routine technical procedures including veterinary surgical nursing, diagnostic and laboratory procedures, medical record keeping and client communication. Certification in Massachusetts for veterinary technicians is voluntary. Graduates of an AVMA accredited veterinary technology program are eligible to apply for certification. Technicians who wish to become certified in Massachusetts are required to achieve a qualifying score on the Veterinary Technician National Examination (VTNE).

Research: The Animal Technician Certification Board of the American Association for Laboratory Animal Science certifies technicians working in the research sector. After graduation and 6 months of employment in a research setting, the veterinary technician graduate may sit for the AALAS certification examination.
Minor

A minor is a grouping of 6 or more courses, totaling 18 to 21 credits, of which a maximum of 9 credits have 2000-level course designations, and the remainder are at the 3000 or 4000 level. A minor may be similar to, and named for, an existing major such as criminal justice. Or, it may be a special, interdisciplinary grouping such as comparative psychology. The department(s) offering the minor determines which courses are required and any course options. Once a minor is established within a department or departments, it will be listed, along with the requirements of the minor, on the web page for that program or programs. The following is a list of available minors during the current catalog year.

- Minor in Drug and Alcohol Counseling
- Minor in American Studies
- Minor in Business
- Minor in Creative Writing
- Minor in Criminal Justice
- Minor in English
- Minor in Equine Studies
- Minor in Exercise Science
- Minor in Film and Lit
- Minor in Forensic Science/Crime Scene Processing
- Minor in Health and Fitness
- Minor in Legal Studies
- Minor in Psychology

Undecided

Students who may be undecided about their career goals upon entering Becker College may declare for an “Undecided” major for the first academic year. The suggested curriculum consists of General Education courses which would be relevant to most, if not all, programs.

Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAD1001 Freshmen Experience</td>
<td>2</td>
<td>ENGL1003 Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001 English Composition I</td>
<td>3</td>
<td>MATH2200 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH1200 College Algebra</td>
<td>3</td>
<td>INFO1001 Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>Elective (HUMN)</td>
<td>3</td>
<td>Elective (Global Awareness and Diversity)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Social Science)</td>
<td>3</td>
<td>Elective (Open)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Open)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Elective (Open)</td>
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</tr>
<tr>
<td></td>
<td>15</td>
<td>Total Credits:</td>
<td>32</td>
</tr>
</tbody>
</table>
CENTER FOR ACCELERATED & PROFESSIONAL STUDIES

Becker College’s Center for Accelerated and Professional Studies offers adult students degree options in a format which is easily integrated into their busy schedule. Most courses are offered in the five week format; although some more technical or science based classes will be seven or fifteen weeks in length. Classroom based courses formally meet one evening per week and online courses run in an asynchronous format. Accelerated Studies offers both Associate and Bachelor degrees, as well as certificates.

Students may apply for admission into the program throughout the year. Contact the Center for Accelerated & Professional Studies at 508-373-9500 to speak to an admissions counselor.

Associate of Science Degree – Early Childhood Education

The Early Childhood Education program at Becker is designed to maximize your future, career and academic options in your chosen field of education. The program will prepare you as an Early Education and Care approved teacher of infants, toddlers and preschoolers in an early childhood center upon graduation. As a graduate, you will be capable of planning and executing age-appropriate curriculum activities and demonstrating sound child development principles.

The liberal arts courses in the program increase individual knowledge and self-concepts as well as transferability to a four-year college program in such related majors as elementary education, special needs education, child health work child psychology and human services.

For practical teaching experience, Becker uses over 20 centers with excellent and diverse programs.

Upon completion of the A.S. degree, students may elect to continue in Becker’s B.A. in Psychology degree.

Year One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1001</td>
<td>Biology I or Issues in Biology</td>
<td>4</td>
<td>BIOL1002</td>
<td>Biology II or Integrated Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>BIOL1101</td>
<td>Issues in Biology</td>
<td></td>
<td>PHSC1001</td>
<td>Integrated Physical Science</td>
<td></td>
</tr>
<tr>
<td>INFO1001</td>
<td>Technology and Society</td>
<td>3</td>
<td>EDUC1004</td>
<td>Experiences in ECE Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>EDUC1003</td>
<td>Principles of Education</td>
<td>4</td>
<td>EDUC1201</td>
<td>Arts in Education</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1001</td>
<td>English Composition I</td>
<td>3</td>
<td>ENGL1003</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSYC1002</td>
<td>Developmental Child Psychology</td>
<td>3</td>
<td>PSYC1001</td>
<td>Introduction to Psychology</td>
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Total: 17 Credit Hours
### Year Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC2203</td>
<td>Diverse Learner in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC1001</td>
<td>Behavior and the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>ENGL2102</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>MATH1200</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>EDUC3000</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC2500</td>
<td>Practicum in Early Childhood Education</td>
<td>6</td>
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<tr>
<td>EDUC2004</td>
<td>Administering and Evaluating Programs</td>
<td>3</td>
</tr>
<tr>
<td>PSYC2806</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1006</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits:</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Bachelor of Arts in Liberal Arts – Elementary Education Concentration (Leading To Initial Teacher Licensure in Elementary Education)**

To meet the needs of adult students seeking a career in Education, Becker College offers an evening Accelerated Degree Program in Liberal Arts designed to prepare students for initial teacher licensure in Elementary Education. The Accelerated Degree Program in Elementary Education focuses on adult students who continue working while earning the majority of their degree. Small classes taught by skilled Becker faculty and working professionals create the best environment for academic and professional learning.

Enrollment in prepracticum courses (EDUC3305, EDUC3300, EDUC3101 and EDUC3102) requires students to have achieved a passing grade in the Communication and Literacy Skills (MTEL). A passing score on the Foundations of Reading of Reading section of the MTEL is required in order to enroll in EDUC4201 (Elementary Education Practicum) and EDUC4202 (Elementary Education Seminar).

Students may not enroll in more than two pre-practicum courses at the same time.

**Elementary Education (Licensure Program: Grades 1-6)**

The licensure program in Elementary Education consists of a liberal studies major combined with appropriate education core courses and a required supervised practicum in an elementary school classroom. This accelerated licensure program has received preliminary approval by the Massachusetts Department of Elementary and Secondary Education.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ARTS1003</td>
<td>Art History I</td>
<td>3</td>
<td>HIST1402</td>
<td>World History II</td>
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<tr>
<td>ENGL1001</td>
<td>English Composition I</td>
<td>3</td>
<td>GOVT1108</td>
<td>American Government</td>
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<tr>
<td>ENGL1003</td>
<td>Writing about Literature</td>
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<td>SOC11001</td>
<td>Introduction to Sociology</td>
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<tr>
<td>ENGL2003</td>
<td>Public Speaking</td>
<td>3</td>
<td>SOCI2400</td>
<td>Social Problems</td>
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<tr>
<td>ENGL2102</td>
<td>Advanced Composition</td>
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<td>INFO1001</td>
<td>Technology and Society</td>
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<tr>
<td>ENGL3001</td>
<td>American Literature I</td>
<td>3</td>
<td>MATH1300</td>
<td>Contemporary Topics in Math</td>
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<tr>
<td>ENGL3002</td>
<td>English Elective</td>
<td>3</td>
<td>MATH1200</td>
<td>College Algebra</td>
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<tr>
<td>EDUC2700</td>
<td>Teaching English Language Learners</td>
<td>3</td>
<td>MATH2200</td>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>HIST1308</td>
<td>US History I</td>
<td>3</td>
<td>PHIL1001</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td>HIST1309</td>
<td>US History II</td>
<td>3</td>
<td>Elective (Global Awareness and Diversity)</td>
<td>3</td>
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<tr>
<td>HIST1401</td>
<td>World History I</td>
<td>3</td>
<td>Humanities Elective</td>
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<td><strong>33</strong></td>
<td>Elective (Health Education)</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDUC3105</td>
<td>Introduction to the Teaching Profession</td>
<td>3</td>
<td>EDUC3000</td>
<td>Foundations in American Education</td>
<td>3</td>
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<tr>
<td>PSYC1001</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>EDUC4201</td>
<td>Elementary Education Practicum</td>
<td>9</td>
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<tr>
<td>PSYC1002</td>
<td>Developmental Child Psychology</td>
<td>3</td>
<td>EDUC4202</td>
<td>Elementary Education Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENGL1006</td>
<td>Children’s Literature</td>
<td>3</td>
<td>EDUC3101</td>
<td>Foundations of Literacy**</td>
<td>3</td>
</tr>
<tr>
<td>EDUC2203</td>
<td>Diverse Learner in the Classroom</td>
<td>3</td>
<td>EDUC3102</td>
<td>Literacy: Curriculum and Instruction in the Elementary School**</td>
<td>4</td>
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<tr>
<td>PSYC2806</td>
<td>Educational Psychology</td>
<td>3</td>
<td>EDUC3300</td>
<td>Science and Social Studies: Curriculum and Instruction in the Elementary School**</td>
<td>4</td>
</tr>
<tr>
<td>PHSC1001</td>
<td>Integrated Physical Science</td>
<td>4</td>
<td>EDUC3305</td>
<td>Mathematics: Curriculum and Instruction in the Elementary School**</td>
<td>4</td>
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<tr>
<td>BIOL1101</td>
<td>Issues in Biology</td>
<td>4</td>
<td></td>
<td>Total Credits:</td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

**Students must be accepted into the Education Licensure program before enrolling in these courses which include a pre-practicum.**
**Student Teaching (Practicum)**

Student teaching (practicum) is a field-based experience in a public elementary school, supervised jointly by a public school teacher and college supervisor. Practicum is full-time throughout a semester (a minimum of 300 hours).

Prior to student teaching EDUC4201/4202 (practicum), a student must successfully complete three pre-practica experiences in a public elementary school and pass the Foundations of Literacy section of the MTEL exam. Pre-practica are preparatory, field-based experiences for student teaching.

As part of the practicum supervision process, the student will participate in a weekly seminar session with the college supervisor. Students are evaluated using a performance assessment tool based on guidelines developed by the Massachusetts Department of Elementary and Secondary Education.

**Bachelor of Arts in Psychology**

Becker College offers an evening Accelerated Degree Program in Psychology to prepare students to work with children, adolescents, and families within a broad range of community agencies. Graduates of this program will be prepared for entry-level positions in a variety of professions within schools and/or community agencies such as:

- Pre K-Second Grade Teacher
- Elementary School Teacher (1-6)
- Family Planning Agencies
- Early Intervention Counselor
- Residential Counselor
- ABA Specialist
- Social Worker
- Family Services, Program Coordinator
- Social Welfare Service Aide
- Inter-generational Care Counselor
- Conflict Resolution Counselor
- Child Care Resource and Referral Agent
- Licensed Child Care Provider
- Teacher in Private and Charter Schools
- Residential Counselor
- Governess or Nanny
- Recreational Program Counselor
- Head Start
  - Classroom Teacher
  - Parent Educator
  - Family Advocate Worker

This sample curriculum sequence illustrates how a student might progress through the program. Course sequencing may vary as long as prerequisites are met.
# Bachelor of Arts in Psychology Requirements

### Group 1 Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1001</td>
<td>Technology &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>PSYC1002</td>
<td>Developmental Child Psychology OR</td>
<td>3</td>
</tr>
<tr>
<td>PSYC1107</td>
<td>Human Growth</td>
<td>3</td>
</tr>
<tr>
<td>PSYC2203</td>
<td>Understanding Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PSYC2001</td>
<td>Psychology of Adjustment</td>
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### Group 3 Requirements

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>EDUC2500</td>
<td>ECE Practicum OR</td>
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</tr>
<tr>
<td>SOCI9999</td>
<td>Social Science Elective</td>
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</tr>
<tr>
<td>SOCI9999</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSYC3100</td>
<td>Cognitive Psychology</td>
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<tr>
<td>PSYC3305</td>
<td>Group Counseling</td>
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<tr>
<td>PSYC4005</td>
<td>Research Methods in Behavioral Sciences w/Lab</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC2300</td>
<td>Adolescents At-Risk</td>
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<tr>
<td>PSYC3200</td>
<td>Psychology of Family</td>
<td>3</td>
</tr>
<tr>
<td>PSYC4301</td>
<td>Counseling Children</td>
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</tr>
<tr>
<td>HUMN9999</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>NONW9999</td>
<td>Global Awareness and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PSYC2808</td>
<td>Psychological Tests and Measures</td>
<td>3</td>
</tr>
<tr>
<td>PSYC3004</td>
<td>Writing for Psychology</td>
<td>3</td>
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<tr>
<td>OPEN9999</td>
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### Group 2 Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL1001</td>
<td>Biology I w/Lab</td>
<td>4</td>
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<tr>
<td>BIOL1002</td>
<td>Biology II w/Lab</td>
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</tr>
<tr>
<td>MATH1200</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>ENGL2003</td>
<td>Public Speaking</td>
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<tr>
<td>PSYC3400</td>
<td>Abnormal Psychology</td>
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</tr>
<tr>
<td>ENGL1006</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH2200</td>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>SOCI1001</td>
<td>Introduction to Sociology</td>
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### Group 4 Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYC4600</td>
<td>Senior Seminar</td>
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<tr>
<td>PSYC9999</td>
<td>Psychology Elective</td>
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<tr>
<td>HLTH9999</td>
<td>Health Education Elective</td>
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</table>

**Total Credits**: 123

Courses will be required unless waived by Exam

- ENGF1001 Foundations of Writing: 3
- MATF1001 Foundations of College Math: 3
Bachelor of Science in Business Administration

The Accelerated Bachelor of Science degree program in Business Administration, with a Concentration in Management, is defined by 16 core management courses. Class time is spent working on case studies, simulations, team projects, and discussion groups. This degree program is designed to help the adult student develop strategic managerial, leadership, and skills essential for today’s dynamic workplace.

To earn the Bachelor of Science degree in Business Administration with a Management Concentration through the Center for Accelerated and Professional Studies, a student must complete 122 credits.

Bachelor of Science in Business Administration, Management Concentration

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT3190</td>
<td>Communications Strategies and Techniques for Managers</td>
<td>4</td>
<td>MGMT3600</td>
<td>Management Decision Making and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MGMT2200</td>
<td>Principles of Management and Leadership</td>
<td>3</td>
<td>MGMT4000</td>
<td>Business Research Methods</td>
<td>3</td>
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<tr>
<td>MGMT3290</td>
<td>Human Behavior in the Organization</td>
<td>3</td>
<td>MGMT4190</td>
<td>Statistical Techniques for Managers</td>
<td>3</td>
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<tr>
<td>MGMT3300</td>
<td>Contemporary Economics</td>
<td>3</td>
<td>MGMT4105</td>
<td>Project Management</td>
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<tr>
<td>MGMT3490</td>
<td>Accounting for Managers</td>
<td>3</td>
<td>MKTG2104</td>
<td>Principles of Marketing</td>
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<tr>
<td>MGMT3500</td>
<td>Finance for Managers</td>
<td>3</td>
<td>MGMT4300</td>
<td>Managing in the Global Economy</td>
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<tr>
<td>MGMT3400</td>
<td>Human Resource Management</td>
<td>3</td>
<td>MGMT4400</td>
<td>Current Issues In Strategic Planning</td>
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<tr>
<td>MGMT3890</td>
<td>Managing Diversity in the Changing Workplace</td>
<td>3</td>
<td>MGMT4600</td>
<td>Capstone: Becoming a Reflective Practitioner</td>
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Core Credits: 50

General Education Distribution Requirements

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<tr>
<th>Category</th>
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<th>Category</th>
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<tbody>
<tr>
<td>English Composition I</td>
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<td>Humanities</td>
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<tr>
<td>Writing about Literature</td>
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<td>Social Science</td>
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<tr>
<td>Technology &amp; Society</td>
<td>3</td>
<td>Global Awareness and Diversity</td>
<td>3</td>
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<tr>
<td>Math</td>
<td>3</td>
<td>Unrestricted/General Electives</td>
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<tr>
<td>Science</td>
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General Education Credits: 72

Total Credits Required to Satisfy Degree Requirements: 122
Options that are available for earning credits beyond the core program requirements include completion of additional coursework either at Becker College or at other accredited colleges, CLEP exams, and self-directed study. A professional portfolio may allow post secondary school training, and prior learning to potentially translate into credits.

Requirements:

Entry requirements into the Accelerated Bachelor of Science in Business Administration degree program with a Management Concentration include:

- English Composition I and Math course from an accredited college or university
- Work experience, approximately 2 years

The Portfolio Class

In order to open a portfolio, you will first register for and attend the Portfolio Class, a 2 credit course. This course is a prerequisite for the portfolio process. The class reviews resume and cover letter writing, interview skills, personal branding as well as training reflection. If additional credit is needed you may write a Life Experience Essay.

Professional Training

There are three types of professional training:

1. Courses at Nationally accredited institutions
2. Military Training assessed by American Council of Education (ACE)
3. Corporate workshops and training

Professional training encompasses learning experiences for which all three of the following conditions apply:

- An instructional aspect within a classroom or online environment
- College-level content
- No duplication of courses taken before or after entering Becker College to fulfill credit requirements

Training must be documented by providing official confirmation of the length (hours, days, or weeks), content, and completion of training. Documentation can be in the form of a certificate or letter from the student's supervisor or Human Resource personnel. Training documentation should be submitted to the portfolio advisor, who will review the documentation and make recommendations to you detailing the opportunity to earn college credits. In general, training and corporate workshops are evaluated as follows:

30 classroom hours = 1 credit
45 lab hours = 1 credit
1 day = 7 hours, unless verified otherwise
1 CEU* = 10 contact hours

*In some professions, 1 CEU = 1 contact hour (i.e. nursing)
In order to receive college credits for professional training, you are required to write an autobiography addressing what you learned from the training and how you use the training in your professional/personal life.

**Bachelor of Science in Nursing (RN to BSN)**

The RN to BSN program is a two-year degree completion program that provides a well-delineated and broad knowledge base for contemporary nursing practice and graduate study in nursing. The curriculum is designed to focus on the synthesis and application of knowledge and research from nursing, social and natural sciences, and the humanities.

During the course of study, students will apply knowledge and skills in a variety of clinical settings. The inclusion of nursing elective courses allows the student to increase their understanding of multiple nursing practice areas. The program is offered in a format which allows students to work full-time if desired. Admission to this program requires a valid Massachusetts RN license.

The RN to BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Contact Information:
- Accreditation Commission for Education in Nursing, Inc. (ACEN)
  3343 Peachtree Road, NE, Suite 850
  Atlanta, GA 30326
  (404) 975-5000
  http://www.acenursing.org/

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Hours</th>
<th>Semester 4</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS3001</td>
<td>3</td>
<td>NURS3002</td>
<td>3</td>
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<tr>
<td>NURS3002</td>
<td>3</td>
<td>NURS4001</td>
<td>3</td>
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<tr>
<td>Group A general Education Course</td>
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<td>Group B General Education Course</td>
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<tr>
<td>Group A General Education Course</td>
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<td>NURS Elective (Nursing)*</td>
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12 12
### Semester 2

<table>
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<tr>
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<tbody>
<tr>
<td>NURS3101</td>
<td>Health &amp; Physical Assessment of Individuals and Families * (Lab component)</td>
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<tr>
<td>NURS3003</td>
<td>Pharmacokinetics in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Group A General Education Course</td>
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<tr>
<td></td>
<td>Group A General Education Course</td>
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**Total Credits for Assoc. Degree: 13**

### Semester 5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS4101</td>
<td>Professional Nursing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS4003</td>
<td>Independent Practicum II * (Clinical component: 30 hours**)</td>
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<tr>
<td>NURS</td>
<td>Elective (Nursing)*</td>
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**Total Credits for RN-BSN: 58**

### Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NURS3100</td>
<td>Research in Nursing</td>
<td>3</td>
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<tr>
<td>NURS3102</td>
<td>Business in Nursing</td>
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<tr>
<td></td>
<td>Group B General Education Course</td>
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<tr>
<td></td>
<td>Group B General Education Course</td>
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</table>

**Total Credits for Degree: 127**

***Malpractice insurance fee applies

**Nursing Electives**

- NURS3200 – Technology and Nursing Informatics
- NURS4401 – Holistic Nursing Practice: Techniques and Application
- NURS4402 – Nursing Leadership and Politics
- NURS4403 – Professional Nurse as Educator
- NURS4404 – Health Promotion and Disease Prevention

**Group A RN to BSN Curriculum General Education Courses**

- Global Awareness and Diversity course, 3 credits
- MATH2200 Statistics, 3 credits (Recommended first semester)
- PHIL3300 Medical Ethics, 3 credits
- INFO1001 Technology and Society, 3 credits

All Group A RN to BSN curriculum general education courses must be successfully completed prior to the start of Semester 3. **MATH2200: Statistics** must be successfully
completed with a grade of C or higher prior to the start of Semester 3. Students will not be allowed to enroll into Semester 3 until this requirement has been satisfied.

Group B RN to BSN Curriculum General Education Courses

- History course, 3 credit
- ENGL2003: Public Speaking, 3 credits
- Humanities Elective, 3 credits

To be eligible for graduation, all Group B RN to BSN curriculum general education courses must be successfully completed.

Students must take the pre and corequisite courses according to the published curriculum plan.

RN to BSN students must pass all theory (nursing and non-nursing/general education courses), college lab, and clinical practice components with a pass or a minimum of a C+ (77) or above in order to pass the course/program. Students are allowed to repeat only ONE nursing course. General education courses may be repeated for a maximum of two times.

Admission Requirements

Students seeking admission to the RN to BSN program must have:

- Completion of an Associate Degree in Nursing Science (ASN) degree at Becker College or a regionally accredited institution of higher education within the last 7 years. (Diploma prepared RNs who have graduated from an accredited institution but who do not possess an ASN degree will have their academic credits evaluated and be given a plan of study and must have evidence of nursing practice for the last three years.

- A 2.0 CGPA from Accreditation Commission for Education in Nursing, Inc. (ACEN) accredited prelicensure registered nurse preparation (ASN or Diploma) program.

- A current Massachusetts registered nursing license, or successful completion of the MA National Council Licensing Examination (NCLEX-RN) if a recent graduate from a registered nursing program.

- Successful completion of the following prerequisite courses with grades of “C” or better: Math and Biology.

For additional Clinical and Physical/Health Requirements, please refer to the Additional Requirements on page 26 under the Admissions portion of the catalog.
Certificate Programs

Certificate in Applied Behavior Analysis (ABA)

This program is designed to prepare students for a career as a BCaBA. Completing a bachelor’s degree in a related field as well as the three required courses and three intensive supervised practicums, will qualify students to sit for the National Certification.

The examination is sponsored by the Behavior Analyst Certification Board (BACB). Success on the examination will qualify students to be listed as a board certified assistant behavior analyst (BCaBA) on the national register.

Successful completion of PSYC1001 Introduction to Psychology is required before completing this course sequence.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>PSYC2705</td>
<td>Concepts &amp; Principles in ABA</td>
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<tr>
<td>PSYC1013</td>
<td>Practicum in ABA (1)*</td>
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<tr>
<td>PSYC2710</td>
<td>Assessment and Measurement in Behavior Analysis</td>
<td>3</td>
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<tr>
<td>PSYC2013</td>
<td>Practicum in ABA (2)*</td>
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<tr>
<td>PSYC3705</td>
<td>Beginning Strategies for Changing Behavior</td>
<td>3</td>
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<td>PSYC3013</td>
<td>Practicum in ABA (3)*</td>
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<tr>
<td>PSYC3710</td>
<td>Advanced Strategies for Changing Behavior</td>
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</table>

Total Credits: 30

*Practicum through Becker is not required for this program but work experience/practicum is required to sit for national BCaBA exam.

Alcoholism/Drug Abuse Counseling Certificate

The alcoholism/drug abuse counseling certificate gives students the option to work as an addiction counselor in many types of treatment settings, including:

- Detoxification
- Residential programs
- Out-patient programs

Successful completion of PSYC1001 Introduction to Psychology is required before completing this course sequence.
### Certificate in Game Design (Online Only)

Certificate programs present a great option for adults to enhance their professional portfolios or enter a new field. Becker College’s new online game design certificate program is aimed at professionals with a degree in computer science, information technology, or art who seek entree into the growing digital games industry. Students will finish with the skills they need to get in and start creating games.

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>GAME1001</td>
<td>History of Game Development</td>
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<tr>
<td>GAME1120</td>
<td>Introduction to Game Design</td>
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</tr>
<tr>
<td>GAME3111</td>
<td>Computer Illustration for Game Design*</td>
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<tr>
<td>GAME3120</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>GAME3130</td>
<td>3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>GAME3170</td>
<td>Game Production and Prototyping</td>
<td>3</td>
</tr>
</tbody>
</table>

*Prerequisites: GRPH2130 Techniques of Raster Imaging

### Certificate in Project Management (Online Only)

Becker College’s Certificate in Project Management provides the student with the knowledge and skills required to successfully initiate, plan, execute, control and bring projects to a successful conclusion. The five courses encompass critical knowledge areas in project management to provide the student with the tools necessary to succeed strategically in today’s increasingly competitive environment. The Becker College certificate program is differentiated from other program in that it covers elements of human behavior, such as influence and decision making, which are skills that are essential for project managers to be successful.

On the completion of the certificate in Project Management, the successful student will be able to accomplish the following:
- Understand how to gather the required information to build a work breakdown structure and begin the specification versus marketing requirements documentation process.
- Understand the risks associated with the phenomenon of “scope creep” and how to manage senior management and marketing expectations through the processes of design freeze and specification management.
- Be capable of building a project plan with review gates, risk mitigation plans and exit strategies.
- Be able to articulate the key essential skills and practices, regarding the use of influence tactics, to manage project deliverables and outcomes from cross functional teams without clear line authority.
- Understand and articulate how to measure project success and stages of completions against an established project plan, and how to effectively communicate timeline issues with mitigation plans.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
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<tr>
<td>MGMT1805</td>
<td>Introduction to Project Management</td>
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<tr>
<td>MGMT2805</td>
<td>Project Planning &amp; Control</td>
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<tr>
<td>MGMT3805</td>
<td>Project Team Management</td>
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<td>MGMT3806</td>
<td>Influence, Decision Making and Problem Solving in Project Management</td>
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<tr>
<td>MGMT4805</td>
<td>Project Management Capstone</td>
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</table>

Total Credits: 15
Course Descriptions

**ACAD1001 First Year Experience 2 cr.**
The focus of this course is on ways to support students during their transition to college-level learning and to enhance connections between and among students and faculty. Students address behaviors and attitudes that are most consistently identified with achieving success in college. Students who do not pass this class are required to retake it until a passing grade is earned.

**ACCT1001 Financial Accounting 3 cr.**
This course introduces the nature and purpose of accounting in our economy and its business organizations. The focus is on the fundamental steps in the accounting cycle using manual and computer applications. Upon completion, students should be able to read and interpret financial statements, apply basic principles and procedures for statement preparation, understand the nature of double-entry bookkeeping and accrual accounting, understand the nature and role of professional accounting standards, and, most importantly, understand what the numbers mean. Financial accounting activities are concerned with the proper recording of financial data and the preparation of financial statements and reports (including the income statement, balance sheet, statement of owners' equity, and cash flow statement) that provide information about the firm's past performance and current financial position. Such statements and reports are intended for "external" decision makers, who are not involved in the day-to-day management of the enterprise, such as stockholders, banks, suppliers, other creditors, employees, taxing authorities and other government agencies, and other external stakeholders. The fundamental need for financial accounting is to reduce the principal-agent problem by measuring and monitoring agents' (i.e., managers') performance and reporting the results to interested users, including, but not limited to, stockholders, bondholders, regulatory agencies, and the tax man.

**ACCT1002 Managerial Accounting 3 cr.**
This course is designed to expose students to the theory and practice of selecting and analyzing managerial and financial accounting information for internal use by managers for decision-making, planning, directing and controlling purposes. In financial accounting, management accounting information is usually confidential and used by management, instead of publicly reported; forward-looking, instead of historical; and pragmatically computed, instead of complying with accounting standards. The students will learn to design and apply systems to calculate costs for job-orders and operational process, analyze cost behavior through variable costing and activity-based costing, generate pricing and profit analysis and plans, calculate standard costs, develop flexible budgets, analyze overhead costs, do business segment analysis, and make capital budgeting decisions. Prerequisite: ACCT1001.
ACCT2004 Entrepreneurial Accounting 3 cr.
This course is designed for students who are doing a minor in business and meets the accounting requirements for students in the CIS concentration. The course focuses on the business process to make financial statements relevant, emphasizing the relationship between business and accounting with a presentation of topics that emphasizes an explanation of accounting concepts based on balance sheet order. The course spotlights the risks, controls, ethics, and governance of a business including a comparison of Generally Accepted Accounting Standards and International Financial Reporting Standards.

Topic introductions and in-class activities are supplemented with an on-line homework manager assessment to review chapter highlights and provide self-graded assignments. In addition, students will use materials introduced to complete a continuing serial problem to follow the progression of business operations. Prerequisites: ENGL1001 or concurrent enrollment; MATH1200 or concurrent enrollment.

ANSC1003 Animal Care Management 3 cr.
An introductory course offering the basic care of most companion animals. Emphasis is on feeding, breeding, health maintenance, and housing of various species (dogs, cats, ferrets, birds, fish, rodents, etc.). Offered in fall only.

ANSC1005 Kennel Operation and Design 3 cr.
This is an introductory course to the operation and design of a professional kennel such as a private boarding facility, a public or private animal shelter, humane society or training facility. Emphasis is on animal handling, sanitation, disinfection, proper feeding, watering and housing and basic health and behavior issues. The student is exposed to many different types of operations and introduced to various career opportunities. Rotations in the Becker Veterinary Clinic kennels to learn and practice husbandry techniques are part of the laboratory requirements. Both lecture and laboratory consist of 2 hours each. Restriction: Animal Care and Laboratory Animal Management students only.

ANSC1010 Animal Health Skills 3 cr.
This course introduces the student to more in-depth skills involving animal care and handling, concentrating on the dog and cat. Anatomy and physiology, diseases and conditions affecting these species and entry level skills such as first aid, intramuscular and subcutaneous injection techniques, obtaining vital signs, bandaging and splinting techniques and basic laboratory procedures are taught. Both lecture and laboratory, 2 hours per week. Husbandry rotations in the Becker Veterinary Clinic are required. Prerequisite: ANSC1005 - Kennel Operation and Design.

ANSC1201 Introduction to Grooming 1 cr.
Acquaints students with the basic practical techniques for grooming dogs and cats. Students learn the foundations of brushing, bathing, nail trimming, dematting and how to handle and restrain animals being groomed. Offered in spring only.

ANSC1400 Introduction to Animal Science 3 cr.
An introduction to the broad field of animal science. The course develops a basic understanding of each of the major types of domestic animals, with particular attention to nutrition and reproduction. Offered in spring only.

ANSC1601 Introduction to Equine Handling and Management - see EQST1601 Foundation in Equine Care
ANSC2000 Introduction to Laboratory Animal Science 2 cr.
An introduction to the laboratory animal research environment, this course focuses on the fundamentals of applied anatomy and physiology, physical examination, animal husbandry, and identification in selected small animal laboratory species. Sentinel programs, equipment and regulatory topics are also covered. Basic nursing skills are introduced and reinforced in laboratories including animal restraint, dose calculations, hygiene, disinfectants and sterilization techniques. Prerequisites: ANSC1005, ANSC1010, BIOL1002 or concurrent. Usually offered in the fall. Restriction: Animal Care and Laboratory Animal Management students only.

ANSC2200 Dog Obedience 2 cr.
Students learn the basic training of dogs by learning the practical application of dog teaching theories and training techniques. Hands-on sessions with dogs, plus general information about dog behavior, correcting problems, puppy prep school, human animal bonding, pet-owner counseling and assistance dogs. In addition to class time, students are required to spend a minimum of 45 minutes in daily independent work/exercise. Prerequisites: Sophomore status in the Animal Care program; ANSC1005, ANSC1010.

ANSC2201 Intermediate Grooming 2 cr.
A continuation of the introductory course, involving classroom instruction and laboratory experience focusing on trimming and clipping techniques and procedures. Attention is given to types and methods of grooming the various breeds. Prerequisites: Sophomore status in the Animal Care program; ANSC1005, ANSC1010, ANSC1201.

ANSC2202 Domestic Animal Behavior 3 cr.
A generalized overview of the fundamental principles of animal behavior, including patterns of behavior and the influence of structure, physiology, heredity, and experience on behavior. Prerequisite: ANSC1003 or ANSC1400. Offered in spring only.

ANSC2401 Animal Nutrition 3 cr.
An introduction to proper feeding practices for both large and small animals. Nutrients and their function, as well as feeds and their components are surveyed. The importance of balancing rations of many animal species are studied. Feeding practices for the various stages of life are also covered. Prerequisite: ANSC1400. Offered in fall only.

ANSC2403 Equine Nutrition 3 cr.
A discussion of the nutritional needs of horses, including requirements for growth, work, and reproduction, as well as dietary formulation and management of horses with special needs. This includes a review of the digestive anatomy and physiology, discussion of nutrients and their functions, sources of these nutrients for equine diets, and formulation of diets specific to horses. Also included are ration balancing and evaluation of forage and feed quality, as well as the diseases associated with poor nutrition. Students are required to formulate a specific feeding regimen. Prerequisites: EQST1601 or BIOL1005/1006 or ANSC1400.

ANSC2501 Animal Breeding 3 cr.
A demonstration of how to achieve the improvement of animals through the application of genetics. Breeding systems for the various classes of livestock and the use of accurate breeding records are stressed. Open to sophomore Animal Care students. Prerequisites: ANSC1400, BIOL1001/1002. Offered in spring only.
ANSC2701 Equine Anatomy and Physiology 3 cr.
A discussion of the anatomy and physiology of the horse, concentrating on the musculoskeletal, gastrointestinal, cardiovascular and the respiratory systems, with an emphasis on the application of this knowledge to improve care and management of the horse.

ANSC2900 Externship Module I - 3 cr.
Students perform a minimum of 150 hours of work in an animal care facility of their choosing. With the assistance of the externship coordinator, students may select to work in kennels, animal shelters, grooming parlors, biomedical research facilities, zoos, marine aquariums or any other location where they will receive valuable experience in the care of animals. Upon completion, students will present the externship coordinator with an evaluation form detailing their performance along with a daily journal and a summary paper. Most students meet this requirement during the summer between their freshman and sophomore years. Prerequisites: ANSC1003, 1005, 1010, 1400 and BIOL1001; cumulative GPA 2.0. Offered fall and spring.

ANSC3100 Animals in Society 3 cr.
This is a comprehensive study of the relationship of animals in society. Beginning with an overview of various ethical theories and positions, the changing and evolving role of animals in society dating back to the early domestication of dogs will be explored from both practical and ethical views. Topics such as the human-animal bond, biomedical research, exhibit animals, euthanasia, wildlife and its impact on ecosystems, the psychology of animal hoarding, the animal-human abuse link, and international animal welfare will be covered. Class discussion and case studies will be a vital part of the class structure. A C or better is required in prescribed programs. Prerequisites: Junior status and PSYC1001 OR SOCI1001.

ANSC3401 Lab Animal Technical Methods I- 4 cr.
This series of courses is designed to give the student a basic knowledge of the major species of animals used in biomedical research. Topics include genetics and breeding as they relate to laboratory animal colony management, proper maintenance of healthy and sterile lab environments, laboratory safety and quality assurance issues as well as advanced handling and technical diagnostic techniques. Common laboratory animal diseases, pharmacology, and surgical nursing techniques are presented as they apply to this population. Recognition of normal status as well as signs of abnormal through physical examination, lab values, and observation of behavior is covered. The first semester focuses on rats, mice, dogs, fish and non-human primates. The lecture consists of 3 hours per week and laboratory component is 2 hours per week. Some off-campus laboratory sessions may be required. Students are required to participate in regularly scheduled husbandry rotations with the program laboratory animals. Prerequisites: ANSC2000 or VTSC2000.

ANSC3402 Lab Animal Technical Methods II - 4 cr.
This is a continuation of ANSC3401 and concentrates on guinea pigs, cats, rabbits as well as hamsters, gerbils, and other non-traditional small research animals. Livestock species such as sheep, goats and pigs will also be covered. This course continues to focus on technical diagnostic techniques includes sample collection. In addition, advanced research methodologies will be examined, including studies and models for various protocols. Record keeping is emphasized as well as technical writing. The lecture consists of 3 hours per week and the laboratory component is 2 hours per week. Some off-campus laboratory sessions may be required. Students are again expected to participate in the regularly scheduled husbandry rotations with the program laboratory animals. Prerequisite: ANSC3401.
ANSC3503 Equine Reproduction and Breeding Management 3 cr.
This course deals specifically with the management of the business of breeding horses and the care needed for stallions at stud, brood mares, and foals. Topics include the estrus cycle as well as methods of controlling the cycle, the causes of infertility in both the stallion and mare, get an overview of artificial insemination, and the role of genetics in conformation. Prerequisites: EQST1601, ANSC2701, or permission of the instructor.

ANSC4700 The World of Research 3 cr.
This is a course that explores and discusses topics and issues that concern researchers and research facilities. The types of research being conducted, research protocols, Institutional Animal Care and Use Committee, regulatory inspections, public opinion, grant funding, and ethics and welfare are some of the areas covered. Whenever possible, guest lecturers who are experts in their field are utilized. Students are required to write and present a research proposal and a research report using mock data. Prerequisite: ANSC3402.

ANSC4900 Externship Module IIa - 3 cr.
This course incorporates on-site training in a laboratory animal facility. The student is required to fulfill 200 hours at a site chosen with the externship coordinator. While at this site the student is expected to act in a professional manner as a representative of the College while she/he learns new skills and techniques. May be taken concurrently with ANSC4901 as long as the prerequisite requirements for that course are met. Prerequisite: ANSC3402.

ANSC4901 Externship Module IIb - 3 cr.
This course is a continuation of ANSC4900 and may be taken concurrently as long as the prerequisite requirement is met. An additional 200 hours of on-site training may be completed at the same site as ANSC4900 or a different site. Prerequisite: ANSC4900 (or concurrent).

ANTH3200 Cultural Anthropology 3 cr.
Offers a thorough overview of the principles and processes of anthropology by looking at similarities and differences among cultures, their social and economic characteristics, customs, traditions, and beliefs. Examines how anthropology, through its distinctive methods of research, will clarify our understanding of each other and ourselves.

ARTS1002 Visual Design 3cr.
What makes a visual image exciting and memorable? How do you create visuals that communicate powerful messages to your audience? This introductory course covers the basic of contemporary visual thinking in the fields of graphic design and interior design. A combination of lectures and hands-on projects will increase the students awareness of "The How, the Why, and the Process" involved in the creating of different types of communication projects across many mediums.

ARTS1003 Art History I 3 cr.
This course is the first half of the history of art, from prehistoric times through the Middle Ages. The key masterpieces in sculpture, painting, and architecture of the major styles are presented in color slides. Works are studied for their structure, beauty, and meaning. The evolution of each style from society or from the artist's personality is analyzed. Field trips to the Worcester Art Museum will greatly enhance the students’ learning.
ARTS1004 Art History II 3 cr.
This course is the continuation of a survey of the history of art, from the Renaissance to the present. Masterpieces in art and architecture are presented in color slides. Field trips to the Worcester Art Museum will help the student see that which is explained in the text and in class.

ARTS1100 Principles of Drawing 3 cr.
Principles of Drawing is an introductory studio course that teaches students the basics of drawing. This course will focus on a wide range of drawing exercises using a variety of drawing tools. Students will work in black and white and color, drawing from still life and photographs. They will develop their own sense of composition, and discover the illusion of three dimensions by using shading and perspective. Students will develop the skills of hands-on observational drawing as well as create constructive concepts that deal with simple volumes in space.

ARTS1201 Drawing Studio: Systems and Techniques 3 cr.
This course provides a survey of the major systems of linear expression. Through group projects in class and homework, students experiment with drawing styles. Each style will be examined through stylistic origin and historic context through research, application and discussion. The students will be encouraged to explore different styles, focusing on one that appeals to their sensibilities.

ARTS1202 Painting Studio 3 cr.
Through twelve projects in acrylic paints, students will explore their own sense of beauty and visual expression. Some projects concentrate on pure visual structure, some on emotional expression, and some on image making (landscapes, faces, still life). Realism and "drawing ability" are irrelevant, and students can enter the course at any level, from beginner to advanced.

ARTS1301 Principles of Design 3 cr.
Design is the underlying discipline of creating visual expression. The knowledge of how to use design elements (shape, form, balance, rhythm, texture, color and pattern) and an understanding of the proportions which balance them are a means of developing the students’ eyes for design. Emphasis will be focused on developing creative visual problem solving skills and gaining insight for design.

ARTS1401 3D Design 3 cr.
The course focuses on developing the student’s ability to think in terms of space, volume, mass, and three-dimensional form.

ARTS1801 Printmaking 3 cr.
This is an introductory course in which students will learn the basic methods of Monotype and Relief printmaking. The course will cover a variety of materials and techniques through demonstration and hands-on time in the studio, including observation of print examples with discussion of assigned readings. The emphasis is on learning and developing basic techniques which will result in the production of limited edition prints.
ARTS2003 Contemporary Art History: Art and Artists of the Digital Age 3 cr.
This course is a survey of contemporary art and artists. Beginning with the end of Modernism, this course will investigate the Postmodern concepts that have dominated the art world for the past 50 years. Artists such as Nam June Paik, Peter Campus, Cindy Sherman, Bruce Nauman, Bill Viola, Chuck Close, Jenny Holzer, William Wegman, the Art Guys and Gretchen Bender are some of the contemporary artists that are using technology like their predecessors used a paintbrush. This course will not only examine works by these artists but how they incorporate technology with artistic concept and practice. Prerequisite: One of the following ARTS1003, ARTS1004 or HUMN1001.

ARTS2100 Drawing II 3 cr. (Game Design students who need to meet this requirement should take GAME3150 Level Design)
This course is a follow-up studio course that continues to solidify and expand the basic drawing concepts that students explored in ARTS1100 Principles of Drawing. The student will be working with wet media techniques (watercolors, oils, markers) as they develop their drawing, and painting techniques in creating 2D objects and more complex subject matter. Students also learn the relationship of plain objects, figures and animals, and their relationship to an environment or composition. Prerequisite: ARTS1100.

ARTS2300 Color Theory 3 cr.
The study of color supports the understanding of all visual media. This studio based course features a hands-on approach to color study as students work with color hues, values, color harmony, and its importance in design and graphic communications. Color theory covers the basic principles of color usage, color harmony, color psychology, and different systems of organization. It is a foundation course for students involved with visual design in color.

ARTS2309 Rendering and Presentation 3 cr.
This course concentrates on the preparation and professional layout of presentation boards using a variety of rendering techniques and color media. Emphasis is on rendering one and two point perspective drawings for use in illustrating interiors, exteriors and furniture designs.

ARTS2400 Cartooning Basics 3 cr.
This course is an introduction to the basic principles of cartooning. Students will learn the essential components of cartooning, ranging from initial concept to finished cartoon. The history of the cartoon will be covered, along with its contemporary application. Cartoon genres will include caricatures, "Funnies", single panel (including political cartoons), and Manga/Anime style drawing. Student will work to develop their own cartoon style while learning to use a variety of media such as pen and ink, marker and watercolor. Digital techniques, including the use of the computer, will be researched and explored.

ARTS2500 Digital Photography - see GRPH2170 Principles of Digital Imaging (Game and INDS students who need to meet this requirement should take GRPH2130 Techniques of Raster Imaging)

ARTS2800 Life Drawing 3 cr.
The student will enhance their drawing skills by drawing the human figure using live models. Students will study proportion, light and shade, simple anatomy of the human form, and develop a basic understanding of the human figure in action and in motion. Prerequisite: ARTS1100; Students with significant drawing experience may apply to the instructor for permission to take this course concurrently with ARTS1100.
ARTS3100 Applied Aesthetics 3 cr.
The philosophical and intellectual investigation of beauty as perceived in the modern age. This course will discuss prints, paintings, sculpture, architecture, utilitarian objects, advertising, photography, film, and computer imagery. Emphasis will be on structure and the connections between different time periods, cultures, and media. Prerequisite: any 1000 level ARTS course.

ARTS4000 Integrated Team Project 3 cr. (Graphic Design students should take GRPH4520 Sr. Team Project)
The Integrated Team Project (ITP) is the first half of a two semester, senior program that concludes with the Capstone Project (ARTS4001). The ITP course involves students working together as teams with local area clients on real-world projects. Student teams will work closely and interact with their assigned client to provide graphic design or interior space planning, web site design, and more. Supervised by design program faculty, the teams will be responsible for the design and production (final production files / boards) of their work which is presented to the client. During the first half of the semester, the ITP course will develop and increase the students’ levels of sophistication in creative problem-solving and client interaction. ITP will push the students to further develop advanced levels of conceptual and creative skills in the development of their projects. Prerequisite: 90 credits of completed design course work.

ARTS4001 Capstone Project 3 cr. (Graphic Design students should take GRPH4530 Professional Practices in Design; Interior Design students should take INDS4001 Capstone Project)
This semester-long, senior-level studio course is the culmination of the student's Bachelor of Arts in Design experience at Becker College. It is closely associated with the ARTS4000 Integrated Team Project course, taken during the previous semester. Working under the supervision of a faculty member, each student independently selects a thesis project that includes the research, development, creation and execution of a large-volume, high-quality original body of work created within the student’s area of concentration. Final presentation is to a panel of faculty and industry professionals at the conclusion of the semester. The thesis project content and its execution involves the application of previously learned studio skills and their direct relation to actual business applications. It is intended to simulate the workload and dialogue that occurs in a professional practice between designers and clients. Prerequisite: ARTS4000 or 90 credits of completed design course work.

ARTS4100 Design Portfolio 3 cr. (Game design and Game Programming students should take GAME 4610 Portfolio; Graphic Design students should take GRPH4510 Graphic Design Portfolio; Interior Design students should take INDS4610 Interior Design Portfolio)
In this course the student, working with a design faculty member, creates and produces his/her own individual portfolio which highlights the student’s competence, knowledge, and proficiency in his/her individual chosen field or area of interest. In addition, the student will work with Becker College’s Career Services office in the development of his/her job search strategy including creating a PPT presentation of their portfolio, using a portfolio as a marketing tool, preparing resumes and cover letters, developing interviewing skills and professional presentation techniques. Prerequisite: 90 credits of completed design course work.
ARTS4500 Career Internship 3 cr. (Game Design students should take GAME 4300 Career Internship; Graphic Design students should take GRPH4300 Career Internship; Interior Design students should take INDS4900 Interior Design Career Internship)
The senior student is required to pursue an internship with a local professional design firm in which the student can apply his/her academic experience to the professional working environment. The student intern works under the supervision and guidance of a faculty member in partnership with the student business supervisor. Bi-weekly, on-campus meetings between the student and design advisor will assure that the student is fulfilling his/her course and business obligations. A Career Internship form is required and is available at the Registrars’ Office. Prerequisite: 90 credits of completed design course work.

BIOL1001 Biology I 4 cr.
Fundamental principles of biology are studied at the molecular and cellular levels. Topics covered include the chemistry of macromolecules, molecular biology, cell biology, genetics, and the evolutionary process. Concepts covered in lecture will be applied in a required laboratory section. A grade of C or better is required for graduation in the Pre-Veterinary concentration.

BIOL1002 Biology II 4 cr.
A course study in levels of organization from tissues to populations. Particular attention is paid to organ systems and mechanism of action. The themes of regulation, homeostasis, and diversity thread through the subject matter. The course will culminate by focusing on the interdependency of life at the most complex level of biological organization – the ecosystem. Concepts covered in lecture will be applied in a required laboratory section. A grade of C or better is required for graduation in the Pre-Veterinary concentration.

BIOL1005 Anatomy and Physiology of Domestic Animals I 4 cr.
A one-year laboratory course primarily for the Veterinary Technician/Veterinary Science programs. Uses a systems approach to study comparative vertebrate anatomy and physiology. Emphasis is on domestic animals such as the dog, cat, bird, horse, ruminant, rat and mouse. Anatomy is taught primarily in the laboratory and physiology primarily in the classroom. A grade of C or better is required for graduation in the Veterinary Technology and Science programs.

BIOL1006 Anatomy and Physiology of Domestic Animals II 4 cr.
The continuation of BIOL1005. Prerequisite: BIOL1005 or by permission of the instructor. A grade of C or better is required for graduation in the Veterinary Technology and Science programs.

BIOL1101 Issues in Biology 4 cr.
This course for non-majors will cover current topics in Biology and their relevance to everyday life. Topics such as cloning, genetic technology, and stem cell technology will see as useful tools to study such basic concepts as heredity, reproduction, evolution, and biodiversity. Themes such as HIV and AIDS as well as cancer and obesity will address issues such as the structure and function of cells, systems in living organisms and living organisms and the environment. Malnutrition and genetically engineered crops will allow for discussion on energy and living things as well as changes in ecosystems over time. Weekly laboratory sessions will facilitate instruction of the material.
BIOL2502 Microbiology 4 cr.
Microbes as they relate to the health sciences. Lectures emphasize the metabolism, the environment, and the genetics of microorganisms. Also covered is the body’s response to microorganisms, disease, and the body’s defense mechanisms. Required laboratory deals with the physiological, nutritional, and environmental needs of bacteria and fungi and with their use in the identification of microorganisms. Sterilization techniques, the use of the microscope, and the antibiotic susceptibility of bacteria are also studied. Prerequisite: C or better in CHEM1001/1002 (Veterinary Technology students). A grade of C or better is required for graduation in the Veterinary Science and Nursing programs.

BIOL2503 Anatomy and Physiology I 4 cr.
A beginning course in the study of the human body with equal emphasis placed on structure and function. Specimen dissection is an integral requirement for both semesters. The first semester deals with the groundwork of the mammalian body, basic tissue types, fundamental aspects of the cell membrane structure and physiology, integumentary, skeletal and muscular systems. Lab required.

BIOL2504 Anatomy and Physiology II 4 cr.
A continuation of BIOL2503, examining the cardiovascular, respiratory, digestive, endocrine and urogenital systems. The lab experience will allow the student to examine appropriate specimens relating to the systems presented in lecture.

BIOL30UG Special Topics Course 3 cr.
Courses offered under the designation Special Topics may represent emerging issues or specialized content not represented in the curriculum. Each special topics course has a course description which is archived at http://www.becker.edu/academics/course-descriptions/special-topics-courses. Student may take course multiple times to earn credit for a different topic.

BIOL3001 Cell Biology 3 cr.
A course covering the form and function of eukaryotic cells. Issues regarding transport mechanisms, cellular signaling, genetic regulation, and genetic technology are addressed. Attention is given to research design and experimental findings that support the subject matter. Prerequisites: One year of college chemistry and one year of biology or anatomy and physiology of domestic animals. This course assumes a prior knowledge of cell structure, chemical bonds, functional groups and the major biological molecules. Usually offered spring semester. A grade of C or better is required for graduation in the Veterinary Science program. Prerequisite: CHEM3003.

BIOL3100 Developmental Biology (Embryology) 4 cr.
An introduction to vertebrate development, this course is a survey of developing embryos from the fertilized egg through the various stages leading to the adult organism with emphasis on the anatomy of the embryo. Topics examined in this survey include growth, regulations, inductions, morphogenesis, cell differentiation and underlying molecular mechanisms, regeneration, and aging. The required laboratory will involve the descriptive and slide studies of development in the sea urchin, frog, bird and mammal. Prerequisites: One year of biology with lab or one year of anatomy and physiology with lab.
BIOL3200 Biostatistics 3 cr.
A basic statistic course with an emphasis on the use of statistics in the life sciences. The course covers descriptive statistics, probability and hypothesis testing using both parametric and nonparametric statistics testing. A semester project is required. Prerequisite: MATH1200. A grade of C or better is required for graduation in the Veterinary Science program.

BIOL3201 Primatology 3 cr.
Introduces the order of primates and describes its general characteristics and distribution, reviews the fossil record on primate origins and describes anatomical details and social behaviors. Students will better understand the natural history of primates and thus incorporate the knowledge into the primate's role in a research facility. Prerequisite: Open to junior Veterinary Science students or by permission of the instructor. A grade of C or better is required for graduation from the Veterinary Science program.

BIOL3202 Histology 4 cr.
This course introduces normal comparative microscopic anatomy. Tissue identification at the microscopic level is emphasized. Tissue preparation, cutting and staining techniques are covered in the laboratory. Prerequisites: One year of anatomy and physiology, or one year of biology, or by permission of the instructor. A grade of C or better is required for graduation in the Veterinary Science program.

BIOL3500 Genetics 3 cr.
A survey course in genetics with an emphasis on vertebrates. The course reinforces past learning of cell division and the structure of chromosomes. Mendelian genetics and modifications to it, molecular basis of heredity, gene expression, heritability and population genetics will also be included. Prerequisites: One year of college biology or anatomy and physiology of domestic animals and CHEM1001/1002. This course assumes a prior knowledge of cell structure, cell division and a fundamental knowledge of DNA structure and function. A grade of C or better is required for graduation in the Veterinary Science.

BIOL4200 Biotechniques 3 cr.
This course is designed to give the student exposure to laboratory techniques used in biological research as well as techniques commonly employed in diagnostic assays and forensics. The focus will be on three general areas: protein/enzyme analysis; immunoassays; and DNA analysis. Laboratory sessions will provide hands-on experience for the students in all three of these areas. Lectures will provide a general foundation in each area, the conceptual basis for each technique to be performed in the laboratory, and practical details on implementation. Prerequisite: CHEM3003.

BIOL4500 Biology Seminar 3 cr.
This capstone course is designed to be flexible in format and content. Individual students or small groups choose a topic, design and conduct this approved project, and present their results to seminar participants and invited administrators and faculty. The seminar provides an enhancement to the biology major by broadening the student's horizon by research, discussions, and readings of topics in biology. An approach will be taken that will integrate students' perspectives of current research in biology and allow the students to delve into a selected area of biology. This approach will further develop research and critical thinking abilities and oral and written communication skills. Prerequisite: Senior status and completion of all Biology core courses or permission of professor.
BIOL4901 Internship 3 cr.
The Preceptorship Program is a vocational experience in the area of the student’s biological interest. The course is designed to provide a hands-on laboratory or research experience that integrates technical skills with academic knowledge in a variety of responsibilities and settings related to the student’s specific concentration. Under the supervision of a preceptorship coordinator and facility supervisor, the student has the opportunity to individualize his/her internship experience in a certain discipline of biology for personal and professional development. Requires a minimum of 144 hours preceptorship. Prerequisite: Senior status and/or departmental permission.

BIOL4902 Internship II 3 cr.
Requires a minimum of 280 hours preceptorship.

CHEM1001 Chemistry I 4 cr.
An introductory course with laboratory for students in the health professions or life sciences. Inorganic chemistry and an introduction to organic chemistry are covered. Topics include measurement, the nature of atoms, bonding, calculations and chemical equations, reactions and solutions, the states of matter, thermodynamics, kinetics, acids, bases, buffers and the hydrocarbons. A grade of C or better is required for graduation in the Veterinary Technology program.

CHEM1002 Chemistry II 4 cr.
A continuation of CHEM1001. The basics of organic chemistry are continued. The fundamentals of biochemistry are covered and its application to the health sciences is emphasized. Some topics include functional groups, nomenclature and reactions of organic compounds, carbohydrates, proteins, lipids, nucleic acids and basic metabolism. Lab required. Prerequisite: A grade of D or better in CHEM1001. A grade of C or better is required for graduation in the Veterinary Technology program.

CHEM2100 Organic Chemistry I 4 cr.
This course introduces Organic Chemistry, with emphasis on the principles of broad classes of reactions. Topics will include bonding, physical properties, stereochemistry of alkanes, alkenes, alkynes, alkyl halides, alcohols and ethers, with an introduction to infrared and magnetic resonance spectroscopy. The laboratory will complement and expand on lecture topics. Laboratory safety will be emphasized. The organic reactions performed will be done in a microscale. Prerequisites CHEM1001 and CHEM1002. A grade of C or better is required for graduation in the Veterinary Sciences Programs.

CHEM2101 Organic Chemistry II 4 cr.
This course is a continuation of CHEM2100 and involves the chemistry of carbonyl groups and aromatic compounds. Emphasis will be placed more heavily on analysis and synthesis, as well as the relevancy to medicine, the environment, biology and society in general. The laboratory will again enhance and expand the lecture topics. Prerequisites: CHEM2100. A grade of C or better is required for graduation in the Veterinary Science Programs.
CHEM3003 Biochemistry 3 cr.
This course is designed as a general survey class in Biochemistry. The structures, functions, anabolic and catabolic pathways of nucleic acids, proteins, carbohydrates, and lipids will be discussed. Enzymatic regulation, nervous and endocrine control, and pathway integration will be evaluated in the context of homeostasis at the cellular through organismal level.
Prerequisites: Biology I & II or Anatomy and Physiology I & II and Chemistry I & II. Usually offered in Fall. A grade of C or better is required for graduation in the Veterinary Sciences program.

COMM1300 Communication in the 21st Century 3 cr.
The media and communication field is a constantly changing industry encompassing traditional media communications, digital communications, social networking, advertising, news and so much more. Almost every aspect of our daily lives is impacted in some way by communications. This survey course takes a look at various types of communications, the impact of communications and the future of media. Students will discuss how media impacts our culture, ethics, society, government and politics in the global environment. Prerequisite: none.

COMM2100 Digital Video Production 3 cr.
Introduction to Video Production is open to any student interested in the field of videography, new media, communications, visual arts, public relations, marketing, advertising, theatre or technical production. The course is designed to introduce the interested student to the basis of digital video production and post-production in the media, while stressing video composition methods, and the basic techniques of videography. The student will learn how to shoot and deliver compelling visual stories using a variety of capturing devices such as smart phones and camcorders, as well as post-production/editing software. Students will work individually or as part of a team to produce short video projects while exploring a variety of delivery methods, including web, mobile, and emerging new media. The course will also cover the History of Film & Television, Scriptwriting, and the use of new Digital Media in the creation of videos. The class featuring hands-on, real world projects will require the students to be creative, responsible and professional. Prerequisite: none.

COMM2400 Media for Instruction and Training 3 cr.
The fields of instructional material design and instructional technology have been merging for the better part of two decades, even longer by some accounts. This course will provide students with a review of the past, the present, and the future history of the fast-paced field of instructional design. In addition students will combine technology skills with learning theory needed for material design and development by using the ADDIE model of development. Through hands-on use of a variety of computer-based tools dealing with instructional methods and principles of design, students will analyze and apply strategies and learning theories for the identification of instructional needs, communication skills, and models to meet educational and training goals. Prerequisite: none.

COMM2700 New Media 3 cr.
This course will introduce students to all major facets of new media including news, social media, television, sports casting, magazine-style broadcasts and sites, reality TV, internet broadcasts, media sites and more. Through lectures, discussion, professional guests and field work the course will cover the evolution of media, content collection and creation plus distribution. Students will learn about gathering, writing, and copy editing for various media outlets including television, radio, Internet and newspaper. Prerequisites: ENGL1001 and 1003.
COMM3300 Introduction to Web Design - see GRPH2160 Introduction to Web Design

COMM3305 Advanced Web Design - see GRPH3110 Advanced Web Design

COMM3503 Web Design / Multimedia – see GRPH2180 Flash Animation

COMM4300 Career Internship 3 cr.
The junior or senior student is required to pursue an internship with a local company or organization in which the student can apply his/her academic experience to the professional working environment. The student intern works under the supervision and guidance of a faculty member in partnership with the student business supervisor. Bi-weekly, on-campus meetings between the student and design advisor will assure that the student is fulfilling his/her course and business obligations. A Career Internship form is required and is available in Career Services to be filled out for approval. Prerequisite: Jr. Status in Communications Design.

COMM4400 Advanced Topics in Communications 3 cr.
Courses offered under the designation Special Topics may represent emerging issues or specialized content not represented in the curriculum. Each special topics course has a course description which is archived at http://www.becker.edu/academics/course-descriptions/special-topics-courses. Student may take course multiple times to earn credit for a different topic.

COMM4510 Communications Portfolio 3 cr.
In this course the student, working with a design faculty member, creates and produces his/her own individual portfolio which highlights the student's competence, knowledge, and proficiency in his/her individual chosen field or area of interest. In addition, the student will work with Becker College’s Career Services office in the development of his/her job search strategy including creating a PPT presentation of their portfolio, using a portfolio as a marketing tool, preparing resumes and cover letters, developing interviewing skills and professional presentation techniques. Prerequisite: Jr. Status in Communications Design.

COMM4520 Senior Team Project 3 cr.
The Senior Team Project involves communications design students working as teams with local area clients on real world projects. They may also be working with graphic design students. You and your team will work closely and interact with your assigned client to provide the communications design services required by your client. Supervised by a faculty member from the design area, the teams will be responsible for setting meeting times with their clients, determining their needs, drafting a proposal with a scope of work and producing the deliverables described in the proposal to clients by the end of the semester. The course will develop and increase the student level of sophistication in creative problem-solving and client interaction and challenge the student to further develop an advanced level of conceptual and creative skills in the creation and production of their projects. Prerequisite: Junior Status in Communications Design.
COMM4530 Professional Practices in Communication 3 cr.
An exploration of communications design and the industries business environment. This course will provide advanced projects for designing for and within the corporate sector. Students will learn to create project plans, coordinate the activities of various project components, fill out copyright forms, and compile contracts. The class emphasizes skills necessary for working with communication firms or in the communications department of a broader industry. Students will also prepare self-promotional materials, portfolio presentations and sales pitches to further prepare them for their professional careers. Prerequisite: Junior status in Communications Design.

CORR2203 Community Corrections – see JUST2203 Corrections, Systems & Process

CORR2209 Probation and Parole – see JUST2209 Probation and Parole

CPTR1100 Introduction to Programming 3 cr. (previously INFO1100 Introduction to Programming)
Fundamentals of computer programming. This course introduces principles of computation and programming with an emphasis on program design. Topics include design and implementation of programs that use a variety of data structures (such as records, lists, and trees), functions, conditionals, and recursion. Students will be expected to design, implement, and debug programs in a functional programming language.

CPTR1400 Programming in C++ 3 cr. (previously INFO1400 Programming in C++)
Fundamental programming concepts for use in business and software development. Both translator and compiled C will be covered. Logic, flowcharting, pseudocode, verification and documentation of programs.

CPTR2300 Data Structures 3 cr. (previously INFO2300 Data Structures)
Manipulation of character strings and data (searching, sorting, etc.) file processing, program segmentation, linearly linked lists, matrices, trees and graphics, stack and queues will be covered using the language of C++. Prerequisite: CPTR1400.

CPTR2800 Information Security and Information Technology Fundamentals 3 cr.
This course will serve as an introduction to concepts and terms related to information technology as well as fundamental information technology principles key to the understanding and practice of information security. This will give the student a clear overview of the core elements of the Information Security business and much of the technology involved.

CPTR2801 Information Security Threat Landscape and Attacker Motivation 3 cr.
This course will cover the types of attacks and threats which represent risk to information confidentiality, integrity and availability. Understanding the motivations and options available to attackers is of core importance to defensive concepts and communications about information security initiatives, gaps, and capabilities at the local, state and international level. Attacks may be from malicious amateur groups or individuals, organized crime syndicates or state level cyber intelligence agency looking to gather critical information or cripple key data infrastructures. Prerequisite course: CPTR2800.
CPTR2802 Defending and Attacking Modern Networked Computer Systems 3 cr.
This course will introduce the technical and procedural components of an information security program that will assist in the mitigation of risks to information security. Students will learn hands on techniques to apply technical controls to address vulnerabilities. Learning to think like an attacker and knowing the tools and techniques of attackers is pivotal to designing and configuring IT security systems. Hands on experience will be gained in these tools and techniques that will enable the students to create countermeasures against hacking attacks. Prerequisites: CPTR2800 and CPTR2801.

REQUIREMENT – This course requires access to a Windows 7 or higher or Linux computer system with access to the internet.

Disclaimer – The techniques and tools described and demonstrated in this course should only be used with the explicit permission of the owners of information systems and within the context of the lab exercises provided only. These tools and techniques could represent violations of local, state, and Federal law as well as terms of service of network providers and employers.

CPTR3600 Networking I 3 cr. (previously INFO3600 Networking I)
Introduces the student to the basic concepts of networking and such topics as Networking Architecture, rings, token rings, Ethernet, ATM, LANs, WANs, and MANs, transmission systems, POTS, co-ax, Cat-5, fiberglass, wireless, modems, multiplex, Internet structure and history. In addition, this course will prepare the student to install, configure, and administer the network operating system currently in use in most business office networks.

CPTR3801 Information Security Incident Handling 3 cr.
Information security incidents are a nearly inevitable part of the practice of information security. Dealing with these incidents in repeatable predictable manners with a goal of reducing the overall frequency and impact of security incidents is a key function of the information security role in an organization. During this course, the students will explore and demonstrate understanding of the following concepts. Prerequisite: CPTR2802.

CPTR3802 Business Communication for Information Security Professionals 3 cr.
Communications is the single most important skill of any professional in the information security field. The success or failure of Infosec projects and programs is entirely dependent on the ability of those involved to relate the importance of the program to business leaders in business terms and demonstrate successful execution based on business goals. This course assessment will include actual writing assignments in the format of executive presentation about a topic in security. Recommend students independently research a recent system or vulnerability and using templates and provided materials make a report on this topic targeted at senior management as an awareness case with a proposed mitigating control or system. Prerequisite: CPTR3801.

CPTR4600 Networking II 3 cr.
This course is a continuation of CPTR3600 and will present practical applications of software installation and network administration in a laboratory environment. Problem solving skills will be emphasized along with actual troubleshooting scenarios and students will be required to solve problems introduced on lab networks in order to strengthen their understanding of fundamental concepts, requirements and design tradeoffs, particularly as related to scheduling, congestion control, routing, wireless access and mobility, and applications. Students will be encouraged to study for certification exams. Prerequisite: CPTR3600.
**CPTR4801 Emerging Technologies and Implications for Information Security 3 cr.**
Information security and IT in general is always changing and is often driven by consumer technologies outside of the corporate enterprise. Students in this course will be exposed to some of the new technology drivers impacting Infosec at this time and some of the near term challenges that will be faced by IT and Infosec departments in the years to come. Prerequisites: CPTR3801 and CPTR3802.

**CPTR4802 Security Management and Policy Topics 3 cr.**
Management of information security in a modern organization generally requires an established framework for day-to-day operations and continual improvement. Regulatory requirements dictate controls and audit guidelines in various industries. Students in this course will gain familiarity with these frameworks, requirements and concepts and demonstrate their understanding through course assignments. Prerequisite: CPTR4801.

**ECON2001 Microeconomics 3 cr.**
This course will focus on the organization and functions of the American economic system of capitalism, including a description and analysis of major economic institutions such as the “free market” and the development of the ability to apply economic analysis to the study of consumption, production, demand, supply, price determination, and costs. In addition to the workings of and outcomes in traditional product markets for goods and services (like food, clothing, housing, and educational services, there will be a special focus on the labor market, financial markets, and the health care market. Prerequisite: MATH1200.

**ECON2002 Macroeconomics 3 cr.**
Utilizing microeconomic principles as its foundations, macroeconomics is concerned with the modern concept of aggregate economic productivity and output, national income analysis, inflation, national levels of employment and unemployment, and the government taxing, spending, and monetary policies designed to affect these aggregates while maintaining balanced economic progress. The nature of the market for money, the role of the commercial banking industry, and how and why central banks manage the money supply will be one area of focused study. Another will be the impact of international trade, trade policies, and the market for foreign exchange. The globalization of finance, risk management, and central bank coordination and cooperation will also be studied.

**EDUC1001 Behavior and the Young Child 3 cr.**
This course will explore normal and abnormal behavior and helping to change negative behavior to positive. It covers setting tones for behavior within the classroom structure, methods and recreations and working with parents to help them modify their child’s behavior. Focus: infancy to grade two.

**EDUC1003 Principles of Education 4 cr.**
This course builds a foundation of knowledge to help the prospective teacher in working with the child and the family. Goals of this course include learning to observe children, analyzing the NAEYC Code of Ethics, learning ways of appropriately guiding children, and developing an understanding of the nature of play. This course requires a 20-hour field-experience in a preschool classroom.
**EDUC1004 Experiences in ECE Curriculum 4 cr.**
This course will provide a foundation for early childhood concentration students in the curricular areas of Math, Science, Social Studies, and Language Arts. Students will learn how to develop materials to teach these curricula areas while implementing the Massachusetts Preschool Guidelines and Massachusetts Curriculum Frameworks. Lesson plan writing is also a major focus of this course. A 20-hour prepracticum provides field experience in preparing and executing activities discussed in class.

**EDUC1201 Arts in Education 3 cr.**
This course has been designed to encompass the fields of movement, music, and visual arts. Students will study Howard Gardner’s theory of multiple intelligences and integrate this knowledge with the MA Arts Curriculum Framework in order to develop a comprehensive understanding of teaching the arts to children. Principles of planning well-balanced art, music, and movement, and physical education curriculum based on developmental levels from pre-K to 6 will be addressed. Imaginative, reflective and analytical thinking along with heightened perceptual awareness and respect for creativity in others will be stressed.

**EDUC2004 Administering and Evaluating Programs Serving Children and Youth (previously ECE Management and Administration) 3 cr.**
This course is intended for future professionals who want to be directors of childcare centers. The goals of this course are to learn the skills needed to start and operate an early childhood center, understand the role of the early childhood director, identify skills needed to handle financial matters and demonstrate ways to effectively communicate with parents.

**EDUC2203 Diverse Learner in the Classroom (previously Special Needs in the Classroom) 3 cr.**
This course will provide students with fundamental background knowledge in the field of special education as well as current research on how students with various learning needs are served within inclusive school environments. Students will study the major physical, psychological, learning, and behavioral characteristics of children with special needs and the implications of these characteristics for effective instruction at the early childhood (PK-2) and elementary (1-6) levels. Prerequisite: PSYC1002 or PSYC1107.

**EDUC2207 Health and Safety of Young Children 3 cr.**
The nurturing of a child’s development is based on knowledge of the child’s general health, growth and development, learning style and unique characteristics. This course will address ways to promote healthy relationships with families and caregivers; to understand cultural differences; to be sensitive to stressors in the home environment; to help develop healthy eating and physical habits, and to explore physical and mental health problems in children. This course will focus on children ages 0 to 8 years.

**EDUC2405 Observing, Documenting and Assessing Young Children 3 cr.**
Assessment is an integral part of the total picture of early childhood and youth education. Information gathered through informed observation and other ways guides the countless decisions at the heart of solid and appropriate instruction and intervention. Systematic and intensive assessment information collection informs instruction and promotes children’s learning. Students will gain knowledge of both formal and authentic assessment techniques helping them to become competent teachers. Prerequisite: PSYC1002.
EDUC2500 Practicum in Early Childhood Education 6 cr.
Three months (EEC) supervised field experience in a PK-K setting with a licensed teacher. The practicum qualifies the student to be a preschool level teacher (ages 2.9 to 4.9). It also satisfies a portion of the DOE practicum requirements for Mass. State Education Licensure. A grade of C or better is required for graduation. May only be repeated once. Prerequisites: 2.0 C. GPA, 2.7 GPA in all education courses. A grade of B or better is required for entry into the B.A. Psychology (ECE concentration) program.

EDUC2700 Teaching English Language Learners 3 cr.
The purpose of this course is to prepare college students in elementary education preparatory programs with the knowledge and professional practice skills and strategies necessary to provide effective, comprehensible, accessible and differentiated sheltered content instruction to English Language Learners in their classroom. Students will increase their knowledge of the ELL population, including cultural and social considerations, second language acquisition theory (SLA), language and literacy theories, and current best practices in ELL instruction. They will also be introduced to the various educational reforms, such as the Common Core State Standards (CCSS), the World-Class Instructional Design and Assessment’s (WIDA’s) and the English Language Development (ELD) standards. Prerequisite: ENGL1003.

EDUC2901 Infant/Toddler Internship 3 cr.
Students work in an infant/toddler setting (EEC approved) for three months. Weekly seminars on all aspects of teaching infants and toddlers. Prerequisites: 2.00 GPA and permission of the instructor.

EDUC3000 Foundations in American Education 3 cr.
This course is intended to provide background knowledge in the social, philosophical, and historical foundations of education. The course will consider the social origins of educational ideals, significant historical contributions to educational philosophy, and various contemporary social concerns in American education.

EDUC3100 Reading, Writing and Language in ECE 4 cr.
This course examines children’s language acquisition and emerging literacy from a developmental perspective. Various methods of teaching reading and writing will be explored. Major emphasis is place on awareness and application of the standards for instruction and assessment as outlined in the English Language Arts Curriculum Frameworks. Includes a 40-hour prepracticum experience in a K-2 classroom. This course is open only to students who have achieved a passing grade in the Communication and Literacy Skills MTEL. A grade of B or better is required prior to student teaching (EDUC4001/4002).

EDUC3101 Foundations of Literacy 3 cr.
This course will provide a foundation for ECE students and Elementary Education concentration students in curriculum and instruction in reading and writing in grades K-6. It will focus on the learning objectives contained in the State of Massachusetts Test for Educator Licensure (MTEL) in Reading. It will prepare students for this exam and for the required pre-practicum courses in the ECE program (EDUC3100) and the Elementary Education concentration program (EDUC3102). Theory, instructional methodology, diagnostic and assessment techniques for literacy instruction will be presented. This course is open only to students who have achieved a passing grade in the Communication and Literacy Skills MTEL.
EDUC3102 Literacy: Curriculum and Instruction in the Elementary School 4 cr.
In this course, the study of literacy is approached from a developmental perspective, beginning with emergent literacy and progressing through the more advanced stages of reading and writing to learn in the upper elementary grades. The focus of this course will be upon theories, instructional methodology, and current approaches and materials for literacy instruction in grades 1-6. Major emphasis is placed on awareness and application of the standards for instruction and assessment outlined in the English Language Arts Curriculum Framework. Note: There is a 40-hour prepracticum experience attached to this course. This course is open only to students who have achieved a passing grade in the Communication and Literacy Skills MTEL. A grade of B or better is required before enrolling in EDUC4201 & EDUC4202.

EDUC3105 Introduction to the Teaching Profession 3 cr.
This course is designed to help provide students, prospective teachers; the means to analyze, develop, and facilitate their own as well as their future students’ communicate behaviors, including team and group dynamics. The course is also designed to enhance communication skills both in oral and written form which includes professional presentation skills for effective classroom lectures.

EDUC3203 Mathematics and Science for Young Children 3 cr.
Students will be presented with an organized, sequential approach to creating a developmentally appropriate math and science curriculum for children ages 0 to 8. Students will apply best practices in teaching methods and about high quality materials available for classroom use. Embedded in the course will be the fundamental STEM concepts underling a young child’s understanding of math, science, technology and engineering. For example, math concepts such as comparing, classifying, and measuring are simply called process skills when applied to science and engineering problems. The other science process skills (observing, communicating, inferring, hypothesizing) are equally important for solving problems in engineering, science, and mathematics. Students will learn to analyze the learning environment and develop high quality, engaging, and developmentally appropriate learning. This course is different from EDUC3306 Mathematics: Curriculum and Instruction in the Early Childhood School in that it includes science and addresses children ages 0 to 3. The focus is the Early Childhood Core Competencies and not the Massachusetts Curriculum Frameworks. Prerequisites: PSYC1002 and MATH1200.

EDUC3300 Science and Social Studies: Curriculum and Instruction in the Elementary School 4 cr.
This course will focus on the following areas in teaching elementary science and social studies: state and national standards; teaching science by inquiry, teaching for the process and content of science; science and technology; project-based methodology; lesson planning and development; interdisciplinary themes for learning; the social science disciplines; varied teaching methods to approach social studies and geography; and how these content areas relate to literacy. Note: There is a 20-hour prepracticum experience attached to this course. This course is open only to students who have achieved a passing grade in the Communication and Literacy Skills MTEL. A grade of B or better is required before enrolling in EDUC4001/4002.
EDUC3301 Science and Social Studies: Curriculum and Instruction in the Early Childhood School 4 cr.
Students focus on how young children gain an understanding of the principles of science through exploring the world around them in terms of the life, earth, physical, and technological sciences. The course models a constructivist approach with an emphasis on problem-solving, real-life connections, and the discovery method. Essential science content is reviewed to ensure students' understanding of key concepts. In the area of social sciences, the course provides an opportunity for these potential teachers of young children to reflect upon the social goals of education within a democracy, to reinforce knowledge of U.S. and world history and geography, and to understand basic principles of multiculturalism and a global economy.

In conjunction with the lecture portion of the course on campus, students will complete a pre-practicum experience in a local elementary classroom where they will apply the course curriculum. Students will observe classroom teachers and then teach lessons in science and social studies to both small and whole class groups. This pre-practicum experience will consist of a total of forty hours completed across the semester in minimum of one-hour blocks of time, beginning after the first class. This experience will be supervised by both the classroom-cooperating teacher and the professor. This course is open only to students who have achieved a passing grade in the Communication and Literacy Skills MTEL.

EDUC3305 Mathematics: Curriculum and Instruction in the Elementary School 4 cr.
This is a required course for students working towards elementary teacher certification. It is designed according to national and state standards regarding mathematics instruction. Students will study theories of learning mathematics from a developmental perspective. They will practice preparing instructional activities and assessment techniques to meet the needs of diverse learners. Curriculum integration, problem solving and real-life applications for teaching math will be stressed. Note: There is a 40-hour prepracticum experience attached to this course. This course is open only to students who have achieved a passing grade in the Communication and Literacy Skills MTEL. A grade of B or better is required before enrolling in EDUC4001/4002.

EDUC3306 Mathematics: Curriculum and Instruction in the Early Childhood School 4 cr.
The purpose of this course is for students to learn how young children gain understanding of concepts and skills in mathematics. Students learn and apply best practices in teaching methods and about high quality materials available for classroom use. The course emphasizes problem solving, algorithms/computation, real-life connections, and hands-on methodology. The Massachusetts Curriculum Frameworks for Mathematics (November, 2000; Supplement, May 2004) provides a structure for the focus of the Pre-K-Grade 2 curriculum presented in the course. Students are expected to review the content and skills required in the math curriculum frameworks to solidify and fine-tune their own understanding of the key areas addressed by the standards. Time is allotted for reviewing MCAS, editions previously administered, in order for students to understand how elementary pupils math knowledge and skills are evaluated under current state and national statutes.

In conjunction with the lecture portion of the course on campus, students complete a pre-practicum experience in a local elementary classroom where they apply the course curriculum. Students observe classroom teachers and then teach lessons in mathematics to both small and whole class groups. This pre-practicum experience consists of a total of forty hours completed across the semester in minimum of one-hour blocks of time, beginning after the first class. This experience is supervised by both the classroom-cooperating teacher and
the professor. This course is open only to students who have achieved a passing grade in the Communication and Literacy Skills MTEL.

EDUC3500 Practicum II 6 cr.
This course requires students to complete a 300 hour practicum experience under the supervision of a Department of Early Education and Care licensed pre-school teacher. Students may choose a setting with children between the ages of birth to eight. Throughout the practicum students will develop leadership in their early education and care setting, use a problem solving approach in the application of theory to real life practice, collect and analyze data to inform practice, and reflect on their practicum placement. This practicum includes a one hour a week seminar with a college supervisor. Students are required to complete the practicum with a different age group than EDUC2500. Prerequisite EDUC2500.

EDUC4001 Advanced Practicum in ECE 9 cr.
A 300-hour supervised K-2 classroom field placement in student teaching fulfills the second part of the Massachusetts Department of Education practicum requirement for ECE teacher certification. This is contingent upon the student having successfully completed an approved practicum at the pre-K level. Course includes on-site supervision and meetings with Supervising Practitioners (mentors) and college supervisors. The practicum includes: on-site supervision; planning, implementing and assessing activities with children; individualizing for IEPs, special needs and planning for diversity at developmentally appropriate levels. Seminar will be taken concurrently with EDUC4002 and will complement the practicum. Prerequisites: Final grade of B or better in EDUC3306 and EDUC3100; and a passing score is required on the Massachusetts Tests of Educator Licensure (MTEL): Foundations of Reading subtest to enroll in EDUC4001/4002.

EDUC4002 ECE Seminar 3 cr.
Students in this seminar, taken concurrently with the Senior Practicum, discuss current issues in early childhood education, reflect on and evaluate their growth in the professional teaching standards, and develop a showcase teaching portfolio integrating the Professional Standards for Teachers, philosophy of education, lesson plans and units, and self-assessments. Resume writing and interview skills are also presented. Seminar will be taken concurrently with EDUC4001 and will complement the practicum. Prerequisites: Final grade of B or better in EDUC3306 and EDUC3100; final grade of C or better in PSYC2806; and a passing score is required on the Massachusetts Tests of Educator Licensure (MTEL): Foundations of Reading subtest to enroll in EDUC4001/4002.

EDUC4100 Early Childhood Capstone 3 cr.
Students will be required to engage in independent research and prepare a presentation of their findings. Students will also complete a career portfolio. The portfolio will include:

- Philosophy of education: Student will clearly state thoughts, values, and beliefs that contribute to educational decisions.
- Self-Evaluation: Student will reflect critically on all Core Competencies and STEM using many examples and evidence to document how they are met
- Journal Reflections: Student will demonstrate introspection and self-assessment
- Professional Goals: Student will critically reflect on further professional development

Prerequisites: EDUC3500 and PSYC4005.
EDUC4201 Elementary Education Practicum 9 cr.
The 300-hour supervised classroom field placement in student teaching fulfills the second part of the Massachusetts Department of Education requirement for a practicum at the grade 1 through grade 6 level. The practicum includes: on-site supervision; planning, implementing and assessing activities with children; individualizing for IEPs, special needs and planning for diversity at developmentally appropriate levels. Seminar will be taken concurrently and will reflect academic work pertinent to the elementary teacher. Prerequisites: Grade of B (3.0) or higher is required in EDUC3102, EDUC3300, EDUC3305; and a passing score is required on the Massachusetts Tests of Educator Licensure (MTEL): Communication and Literacy to enroll in EDUC4201/4202.

EDUC4202 Elementary Education Seminar 3 cr.
Students in this seminar, taken concurrently with the Senior Practicum, discuss current issues in elementary education, reflect on and evaluate their growth in the professional teaching standards, and develop a showcase teaching portfolio integrating the Professional Standards for Teachers, philosophy of education, lesson plans and units, and self-assessments. Resume writing and interview skills are also presented.

ENFO1101 Homeland, Private & Public Security – see JUST1101 Homeland, Private & Public Security

ENFO2207 Police and the Community – see JUST2207 Police and the Community

ENFO3001 Police Administration and Management – see JUST3001 Police Administration and Management

ENFO3200 Criminal Procedure and Evidence – see JUST3200 Criminal Procedure and Evidence

ENGF1000 Foundations of Writing 6 cr. (non-graduation credit)
This intensive developmental writing/reading course prepares the student for college level writing. Basic elements include all of those found in ENGF 1001 at a starting point appropriate for the level of student placing into this course.

ENGF1001 Foundations of Writing 3 cr. (non-graduation credit)
This developmental writing/reading course focuses on structure, organization, development, and correctness of the college-level essay. Emphasis is threefold; generation and organization of ideas of sufficient depth to meet college-level writing assignments; correct execution of such assignments; review and practice of critical reading skills, including vocabulary development.

ENGL1001 English Composition I 3 cr.
A traditional freshman-level expository writing course concentrating on the principles of rhetoric. Included in the course will be numerous writing assignments, discussion and analysis of selected readings, studied for form and content, and a review of grammar and mechanics. Prerequisite: C or better in ENGF1001 or demonstrated competency in placement testing.
ENGL1003 Writing about Literature 3 cr.
The second half of the freshman English sequence, this course will introduce the imaginative 
genres of literature: poetry, short fiction, drama, and/or the novel. The course centers on 
finding source information and incorporating such materials fairly and effectively into 
argumentative and persuasive writing. Prerequisite: C or better in ENGL1001. Transfer 
students must have successfully completed a composition course comparable to ENGL1001 
with a C or better.

ENGL1006 Children’s Literature 3 cr. 
This course will provide a general overview of the field of children’s literature. The goals of 
the course are to share and develop knowledge and enthusiasm for children’s literature, to 
establish guidelines for evaluating children’s literature, and to develop an awareness of the 
various types of children’s literature. Course content includes the history of children’s 
literature, the importance of literature in a child’s life, ways to determine a child’s literacy 
preference and ways to foster early literacy in children.

ENGL1008 Thinking, Writing and Learning 6 credits; 10 weeks
This unique 10-week course will enable students to develop their reading and 
comprehension, thinking and writing skills while focusing on themes related to adult learning 
theory. The course will focus on developing theme, creating a solid research paper and 
conducting research.

ENGL1500 Effective Communications 3 cr.
This course offers students structured practice in the basic principles of communication. 
Course work emphasizes effective and correct use of language in both traditional and 
electronic business/professional writing. Since "communication" encompasses far more than 
written expression, ENGL1500 also focuses on communications within a group, oral 
presentation, and critical listening and thinking skills.

ENGL2003 Public Speaking 3 cr.
This course gives students training in the preparation of well-organized speeches, 
techniques for gaining and holding an audience, and methods to increase student confidence 
and poise. Students develop the skills to communicate effectively with others through 
practical experience in formal and semiformal speaking situations. Prerequisite: ENGL1001.

ENGL2102 Advanced Composition 3 cr.
An advanced rhetoric course that emphasizes refinement of style and critical thinking with a 
view towards writing argumentative essays that depend on sound inductive and deductive 
reasoning. Many essays are assigned that go beyond ENGL1001/1002. Prerequisites: 
ENGL1001 and ENGL1003.

ENGL2202 Introduction to Drama 3 cr.
Theories and development of tragedy and comedy plays from Ancient Greece to the Modern 
Era. Prerequisites: ENGL1001 and ENGL1003.

ENGL2302 Short Story 3 cr.
This course provides a detailed study and analysis of American and European short fiction, 
leading to effective understanding of the basic elements of fiction: plot structure, point of 
view, characterization, symbol and allegory, and theme. Prerequisites: ENGL1001 and 
ENGL1003.
ENGL2405 Leadership and Literature 3 cr.
This course studies various forms of literature (novels, short stories, drama, nonfiction essay) as well as films all focused on the theme of leadership. By looking at different examples of moral, visionary, innovative and controversial leadership, we shall seek answers to some of the following questions: what are the characteristics and responsibilities of a leader? How might we define a just leader? Under what circumstances might a leader ignore the will of his/her subjects or employees? When and how does a leader become a tyrant or ineffective? And, by the same token, when are subjects justified in opposing or challenging a leader? What are the barriers for women and minorities in becoming leaders? Students shall also have the opportunity to investigate and analyze local and contemporary examples of leadership. The course requires as prerequisite the successful completion of ENGL1003.

ENGL2500 Mythology 3 cr.
Myths and legends of Ancient Greece and Rome which have become a part of the classical tradition in Europe and America. Prerequisites: ENGL1001 and ENGL1003

ENGL2600 Literature By Women 3 cr.
A full range of women’s writings in English from the Middle Ages to the present day. Both standard and newly discovered authors will be studied. All genres - poetry, short fiction, drama, essays, journals, and novels - will be examined. Prerequisites: ENGL1001 and ENGL1003.

ENGL2604 Screenwriting Basics I 3 cr.
This course introduces students to the fundamentals of screenwriting for film and digital media. Students will learn the classic screenwriting structure (3 acts), story development, character development, and the need for conflict. What is a screenplay? What is your story about? Why do we need conflict? Who is your main character (protagonist)? What does s/he want? Who is the antagonist? How do you translate your idea into a screenplay? Students will learn how to write loglines, choose a story idea, and write a beat sheet for their idea. In the last 3 weeks, students will write the first act (the setup) of their screenplay. Throughout the course, detailed notes will be given by the instructor.

ENGL2605 Screenwriting Basics II 3 cr.
This course is a continuation for Screenwriting Basics I. During this course, students will write Act 2 (the confrontation) and Act 3 (the resolution) of their screenplay. Students will continue to learn about the major points of the screenplay’s acts (the inciting incident, Plot Point 1, midpoint, Plot Point 2, climax, and resolution). The course will also cover topics such as creating memorable characters and scenes, and writing dialogue. Student work will be evaluated and critiqued each week with detailed notes and suggestions. Using examples from popular movies, students will learn about plots points and act breaks. Students will also learn about developing memorable characters, scenes, and dialogue by using popular movies as examples. Prerequisite: ENGL2604.

ENGL3001 American Literature I 3 cr.
A study of the literary periods from the Puritans to approximately 1865. Through a close study of selections from Bradford, Taylor, Edwards, Bradstreet, Franklin, Jefferson, Paine, Irving, Cooper, Bryant, Emerson, Poe, Thoreau, Hawthorne, Longfellow, Melville, Dickinson, and Whitman, the student will trace literary trends. Reading and writing intensive. Prerequisites: ENGL1001, ENGL1003, and one 2000-level literature course or permission of the instructor.
ENGL3002 American Literature II 3 cr.
The study of literary movements from Local Realists through the Contemporaries. Among the authors to be studied are: Twain, Harte, Pierce, James, Crane, Adams, Driesser, O’Neill, Anderson, Frost, Cummings, Robinson, Fitzgerald, Hemingway, Elliot, Faulkner and Miller. Students will analyze a variety of works and write essays. Prerequisites: ENGL1001, ENGL1003, and one 2000-level literature course or permission of the instructor.

ENGL3003 English Literature I 3 cr.
A study of the major significant works of the masters of each literary period beginning from 449 through the Restoration. Students will study Beowulf, the Gawain post, Chaucer, Gower, Malory, the Cycle Plays, Skelton, Sidney, Shakespeare, Marlowe, Jonson, Webster, Marvel, Vaughan, Crashaw, Herrick, and Milton. Reading intensive, essay writing. Prerequisites: ENGL1001, ENGL1003, and one 2000-level literature course or permission of the instructor.

ENGL3004 English Literature II 3 cr.
This course is a study of the trends and developments in English literature from the Age of Reason through the Contemporary Period. Among the writers to be studied are Pope, Swift, Fielding, Johnson, Austen, Bronte, Wordsworth, Coleridge, Byron, Shelley, Keats, Carlyle, Macauley, Mill, Newman, Ruskin, Pater, Joyce, and Virginia Wolf. Prerequisites: ENGL1001, ENGL1003, and one 2000-level literature course or permission of the instructor.

ENGL3008 War in Literature and Film 3 cr.
9/11 is the defining experience for the generation coming of age in the first decades of our century. But wars have frequently shaped if not created the American experience. Seen from this broader perspective, wars are more than isolated long ago events; wars, rather, are a political and cultural phenomenon that clarify a nation’s identity -- who we are or what we wish to become or to avoid. World War I, for instance, led to the disillusionment of Hemingway’s “lost generation.” The Vietnam conflict influenced the counter-culture movement still with us today. Through the study of novels, short stories, poems and films that depict war in the twentieth century, problems will be examined in representation, moral, and cultural history. Prerequisites: ENGL1001 and ENGL1003.

ENGL3100 Obsession and Violence in Shakespearean Drama and Film 3 cr.
This course examines the profound cultural, social, religious, and gender anxieties of the half-century between 1580 and 1630, anxieties that were manifested in dramas by Shakespeare and his contemporaries; these plays are replete with violence, sexual assaults, murders. The readings will include cultural background to the dramas -- the violence of royal power (Elizabeth I’s murderous road to succession, James I’s witch hunts), the obsession for control in matters of religion, morality, sexuality, and women. The texts of plays by Shakespeare and his contemporaries will also be paired for analysis of the influence of one dramatist on another, the treatment of the theme of violence and obsession. Film adaptations will serve to study the impact of changes made to a text when it is remade into film.

Course work includes weekly papers, four online discussion forums on assigned topics, oral presentations, an annotated bibliography for a research topic, a longer paper (c. 20 pages) about one of the plays read and its relation to theatrical or cultural context. Prerequisites: ENGL1001, ENGL1003, and one other literature course.
ENGL3205 Creative Writing 3 cr.
This 3000-level course focuses on analyzing imaginative literature and writing in the major genres in creative writing (fiction and poetry). The course is both a continuation and a development of the Freshmen English Sequence. In its reading component the course instructs students on paraphrase, imitation, explication, and analysis. In its writing segments the course emphasizes craft (plot, point of view, character), form (sonnet, free verse), and style (connotation, imagery, figures of speech). Students shall turn in three creative writing submissions as well as take unannounced quizzes, a midterm and a final examination on the assigned readings and lectures. Prerequisites: ENGL1001 and ENGL1003.

ENGL3206 Creative Nonfiction: Telling True Stories 3 cr.
This course focuses on analyzing as well as writing in the principal genres in Creative Nonfiction (autobiography, memoir, documentary writing, and cultural criticism). In its reading component this course instructs students on explication and analysis. In its writing segments the course emphasizes craft (narrative suspense, characterization, structure), technique (observation, interview, research), and style (rhetorical schemes, diction, syntax). Prerequisites: ENGL1001 and ENGL1003. Minimum 30 credits.

ENGL3509 World Literature 3 cr.
This 3000-level course analyzes Western imaginative writing in the context of world literature. The course thus assesses thematic concerns of the Western canon (by writers such as Keats, Tolstoy, Hoffman), and of those in literature less often represented in literary assessments -- works from the Middle East, the Far East, Africa, and Latin America by writers such as Tagore, Achebe, Garcia Marquez, and so on. The course, consequently, examines individual works of art as both a specific and singular meditation (upon a theme, topic, situation) and a response to predecessors and to contemporaries. In its evaluation of aesthetic and ethical concerns, the course emphasizes the permeability of cultures and broadens the student's sense of literary traditions. Students shall submit three written assignments as well as take unannounced quizzes, a midterm and a final examination on the assigned readings and lectures. Prerequisites: ENGL1001, ENGL1003, and SOCI1001 or Junior status.

ENGL3604 Writing for Digital Media 3 cr.
Writing for digital media is very different from writing for print, film, television, or other traditional media. As more people go online for their education, information, and entertainment, it's important to write effectively for online audiences - whether you're interested in writing your own blog, daily newspaper, or interactive media. The Internet has empowered the aspiring creative to be a writer, producer, editor, publisher, consumer, and reader all rolled into one. How can you make your writing stand out? How can you use different media elements to support your story? The course will give students the tools to deliver effective storytelling and writing in their digital media projects. Prerequisites: ENGL2604, ENGL2605.

ENGL3605 Writing for Animation 3 cr.
This course will focus on short-form animation writing (i.e. web/television) rather than feature film writing. Writing for animation is different from writing live-action because the writer must also think as a director. In animation writing, details must be written out, most often with camera angles, sound effects, and other characteristics. It's also a different kind of challenge because the scripts tend to be more action-packed and not as dialogue heavy. Whether it's writing for a 5, 7, 11, or 22-minute episode, this class will teach students the fundamentals of writing children's animation. Prerequisites: ENGL2604, ENGL2605.
ENGL3704 Contemporary American Poetry 3 cr.
This course will concern the poetic practice, theories and trends of contemporary and American poetry and poetics, from 1945 to the present. Students will read and analyze the works of such major poets as A.R. Ammons, John Ashbery, John Berryman, Elizabeth Bishop, Robert Bly, Gwendolyn Brooks, Robert Creeley, Rita Dove, Allen Ginsberg, Donald Hall, David Ignatow, Galway Kinnell, Carolyn Kizer, Stanley Kunitz, Denise Levertov, Robert Lowell, Mary Oliver, Charles Olsen, Adrienne Rich, Sylvia Plath and Richard Wilbur. Students will also be expected to write numerous critical papers and attend local poetry readings during the summer. Prerequisites: ENGL1001, ENGL1003, and one 2000-level literature-based course or permission of the instructor.

ENGL3705 African-American Poetry from 1945 3 cr.
African-American poetry from 1945 to the present including works by Hayden, Brooks, Evans, Walcott, Sanchez, Baraka, Clifton, Harper, Gilbert and Dove. Prerequisites: ENGL1001, ENGL1003, and one 2000-level literature-based course or permission of the instructor.

ENGL3801 American Short Story 3 cr.
This reading and writing intensive course will deal with the American short story from a historical perspective as well as provide the student with a review of the aspects of fiction. The course will approach the American short story from a historical perspective beginning with the country’s earliest practitioner, Washington Irving, and cover the major American authors who used and perfected the form. The course will also place the selections within the major literary movements and demonstrate how selected short stories are characteristic of or anticipate literary trends. The student will be asked to present papers on certain aspects of various selections after close reading of the texts and relevant scholarship. Prerequisites: ENGL1001, ENGL1003, and one 2000-level literature-based course or permission of the instructor.

ENGL3802 African-American Novel 3 cr.
The rise and development of the African-American novel from the 19th through the 20th centuries beginning with its origins in the slave narrative and including works by Jacobs, Harper, Chesnutt, Dunbar, Toomer, Hurston, Wright, Petry, Ellison, Baldwin, Morrison, Walker and Wideman. Prerequisites: ENGL1001, ENGL1003, and one 2000-level literature-based course or permission of the instructor.

ENVS1001 Environmental Science I 4 cr.
A two-semester course for people with a non-science background. Provides a foundation for understanding the environmental problems we face and finding ways to solve them. Topics include: population dynamics, resource management, weather and the greenhouse effect, endangered species, geological hazards, and air and water pollution. Field trips and laboratory work.

ENVS1001A Environmental Science I 3 cr.
This course is the same as ENVS1001 except there is no lab. Restrictions: This course is only available for Accelerated Students.

ENVS1002 Environmental Science II 4 cr.
A continuation of ENVS1001.
ENVS1002A Environmental Science II 3 cr.
A continuation of ENVS1002 except there is no lab. Restrictions: This course is only available for Accelerated Students.

EQST1001 Foundations in Riding I 3 cr.
This course is designed to introduce the student to the basic concepts of horsemanship and equitation. The course is directed at students with no or limited prior riding instruction. The course includes both lecture and in-saddle work. (1 hour lecture and 2-2 hour labs). Students with previous riding experience may ask to test out of this course. An additional elective will then replace this course to maintain the credit load. Students who are not Equine Studies or Equine Management majors will be charged an additional fee of $775 for this course.

EQST1002 Foundations in Riding II 3 cr.
This course is a continuation of EQST1001 with further development of riding skills and the improvement of seat, balance and the feel of the horse. Development of good riding technique is important before the student can go on to learn how to instruct. Students testing out of Foundations in Riding I, will still be required to take this course. The course includes both lecture and in-saddle work. (1 hour lecture and 2-2 hour labs). Prerequisite: EQST1001 or permission of instructor. Students who are not Equine Studies or Equine Management majors will be charged an additional fee of $775 for this course.

EQST1601 Foundation in Equine Care 3 cr. (previously ANSC1601 Introduction to Equine Handling and Management)
An introduction to basic horsemanship. Students learn and practice fundamental skills such as handling of horses, assessment of basic horse behavior, feeding and grooming horses, cleaning of stalls, and general day to day horse care. Students are required to participate in a rotation through the barn during morning and afternoon chores. Includes two hours of lecture and two hours of lab.

EQST2001 Principles of Riding Instruction I 3 cr.
Includes basic equitation, with riding at all 3 gaits, transitions, and school figures. The student begins to learn how to teach a rider to maintain straightness, relaxation, rhythm and balance of the horse. (2 hours lecture and 1-2 hour lab). Prerequisite: EQST1002. Students who are not Equine Studies or Equine Management majors will be charged an additional fee of $775 for this course.

EQST2002 Principles of Riding Instruction II 3 cr.
This course involves intermediate equitation, building on previous experience, including lateral movements and skills necessary to maneuver a jump course. Students begin to learn how to teach a rider to correct their horse and adjust to different situations. The basic differences between teaching an individual versus group lessons are discussed. The course will include lecture and riding time. Students may be required to assist in equitation and riding electives offered by the College. (2 hours lecture and 1-2 hour lab). Prerequisite: EQST2001. Students who are not Equine Studies or Equine Management majors will be charged an additional fee of $775 for this course.

EQST2200 Equine Industry and the Law 3 cr.
This course discusses local, federal and, where appropriate, international laws as they relate to the equine industry, including laws pertinent to boarding and training, veterinary care, equine transit and drugs and medication. Other topics may include humane care of animals and the differences between regulations and laws.
EQST2801 Fundamentals of Farm and Stable Management 3 cr. (previously MGMT2801 Fundamentals of Farm and Stable Management)
This course involves operation, application, and maintenance of the farm and stable, including maintaining feed and hay supplies and other barn inventories; management of stable employees, suppliers, vendors, professional services; waste management, and tack management; equine liability laws, equine insurance concerns, and employee and customer/client relations will be discussed. Two hours lecture and a two hour lab. Prerequisite: EQST1601.

EQST3001 Principles of Riding Instruction III 4 cr.
This courses involves advanced equitation with dressage and jumping techniques and how to teach them. The student is expected to understand how to work with the rider to achieve the desired level of riding in various situations and with varying levels of student skills. (2 hours lecture and 2-2 hour labs). Prerequisite: EQST2002. Students who are not Equine Studies or Equine Management majors will be charged an additional fee of $775 for this course.

EQST3100 Equine Behavior 3 cr.
Students develop an understanding of normal equine behavior, including how to influence it, and how to use it to advantage in training the horse. Prerequisite: ANSC1601.

EQST3104 Special Topics in the Equine Industry 3 cr.
Discussion of specific industry rules and requirements that may not be actual law but are a crucial part of the equine industry regulation. Topics for discussion may include drug testing of horses, show and competition requirements for horse and rider, vaccination and transport paperwork. Prerequisite: EQST2200.

EQST3200 Basic Training Methods 3 cr.
Students learn how to work with the young horse and reschool the older horse. Teaching basic manners, working in hand and on the lunge are a significant portion of the course. (2 hours lecture and 1-2 hour lab). Prerequisites: EQST3001, EQST3100. Students who are not Equine Studies or Equine Management majors will be charged an additional fee of $775 for this course.

EQST3300 Feeds and Forages 3 cr.
This course is designed to give the student an overview of crops used as feed and forage as well as a discussion of soil types and how they affect the nutritional value of the feed and forage. Includes identification of forage groups and their use for different nutritional needs and an introduction to pesticide use and control, fertilization, irrigation and drought management, and grazing management of pastures and fields. Prerequisites: BIOL1001/1002, ANSC2403.

EQST3701 Equine Biomechanics and Conformation 3 cr.
A detailed course in conformation and the movement of joints and muscles. Students will review musculoskeletal anatomy and learn about the principles of normal equine movement. Pathology associated with poor conformation and the methods to manage poor conformation will be discussed. The role of the farrier in treatment of conformational diseases and the ability of the rider to influence the horse’s movement will be a part of the discussions. Prerequisite: ANSC2701.
EQST4200 Training Under Saddle 4 cr.
Students learn how to start a young horse under saddle, develop balance and athletic ability/conditioning in the horse and introduce new skills leading to eventual competition. (2 hours lecture and 2-2 hour labs). Prerequisite: EQST3200. Students who are not Equine Studies or Equine Management majors will be charged an additional fee of $775 for this course.

EQST4201 Equine Pathology and Diseases 3 cr.
This course presents an overview of the most common diseases specific to horses, how these diseases develop and may progress. Discussion of therapies and diagnostics is also included. Prerequisite: ANSC2701.

EQST4500 Equine Facilities Management 3 cr.
This course is designed to be a follow-up to EQST2801. Discussion of information from the previous course expands to include planning, financing and construction of the facility, and operational concerns such as waste management, ventilation, fencing, and feed storage. The specific needs of different types of facilities such as breeding, boarding, and training will be addressed. Students taking this course will be required to prepare a working plan for management of a theoretical facility. Includes two hour lecture and two hour lab. Prerequisite: EQST2801.

EQST4906 Externship Module Ia 3 cr.
This course incorporates on-site training in the student’s area of interest. The student will be required to fulfill 200 hours at a site chosen with the externship coordinator. While at this site the student will be expected to act in a professional manner as a representative of the College while she/he learns new skills and techniques. They will be required to write a comprehensive report at the end of the Internship discussing the activity and knowledge gained at the site. Prerequisite: Senior status in the Equine Studies or Equine Management Program or advisor’s and Director’s approval.

EQST4908 Externship Module Ib 3 cr.
Same as EQST4906. Prerequisite: Senior status in the Equine Studies Program or advisor’s and Director’s approval.

EXSC1000 Sports and Exercise Skills Instruction
The student is prepared to perform instruction in team and individual sports skills and in fitness exercise skills through the one credit courses listed below. Students in the Health and Fitness concentration of Exercise Science may take no more than 3 of these courses to meet a graduation requirement of an open elective.

EXSC1001 Strength and Conditioning Skills (prior to fall 2011 this course known as conditioning)
EXSC1002 Pedagogy
EXSC1003 Gymnastics
EXSC1004 Field Hockey
EXSC1005 Soccer
EXSC1006 Volleyball
EXSC1008 Aerobics
EXSC1009 Project Adventure
EXSC1101 Archery
EXSC1102 Badminton
EXSC1103 Bowling
EXSC1105 Sport Skills Instruction
EXSC1106 Tennis
EXSC1107 Yoga
EXSC1108 Social Dance

EXSC1205 Health and Fitness Skills 3 cr.
This course focuses on the basic concepts of fitness, exercise and conditioning. Students will participate in a wide variety of health and fitness assessments and physical activities to improve health and fitness levels. The course emphasizes the development of exercise skills and understanding exercise terminology and prescription, and introduces concepts related to teaching fitness skills to the general population.

EXSC1500 Stress Management 3 cr.
This course helps students to understand how events and activities of daily life can be perceived as stressful, causing negative effects on one’s health and well-being. It encourages students to discover their own personal sources of stress, their reactions to stress, and ways to better manage it. Concepts are applicable to education, sports, agency, and corporate settings.

EXSC2105 Teaching Sports Skills 3 cr.
This course focuses on the concepts related to organizing, implementing and teaching individual and team sports. Students will participate in a wide variety of sports and activities with emphasis on skill development as well as theory. The benefits of team and individual sports in personal health as well as in the corporate environment will be emphasized. This course involves activities outside of the traditional academic schedule, integrating lecture as well as skills lab. This course does NOT meet the requirement for an EXSC approved elective for students in the SPMG program.

EXSC2202 Emergency Responder 3 cr.
The purpose of the comprehensive American Red Cross Emergency Response course is to provide the first responder with the knowledge and skills necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical help can arrive.

EXSC2203 Personal and Community Health 3 cr.
This course is designed as an introductory course to provide students with information in the following areas: exercise, stress, nutrition, weight management, contraception, sexuality, intimate relationships, death and dying, HIV infection, STDs, tobacco drugs, and alcohol.

EXSC2204 Fitness for Life 3 cr.
This course introduces the student to the many components of physical fitness and wellness. Each student will have the opportunity to participate in discussions and activities that can help them assess their own level of fitness and its relationship to wellness. Course materials enable the student to initiate his or her personal healthy lifestyle program. Lecture topics include: health promotion and disease prevention, physical fitness, weight management, adaptation to the aging process, and personal safety.

EXSC2205 Structural Kinesiology 3 cr.
This course introduces basic mechanical concepts related to human movement. Through lecture and laboratory activities, the student studies the skeletal anatomy, structure and function of the joint, voluntary (skeletal) muscle, and muscle group involvement in selected activities. Emphasis is on normal human structure and function, but abnormal movement leading to athletic injuries is also addressed.
**EXSC2705 Advanced Personal Trainer 4 cr.**
This course is specifically designed to prepare students who seek certification (although it is optional) from the national recognized organizations such as the National Council of Strength and Fitness (NCSF) and American College and Sports Medicine (ACSM) as (advanced) personal trainer. The course helps students building up the foundation for study in a wide range of Health and Fitness related fields, such as exercise physiology, biomechanics, and nutrition. Particular attention is placed upon the applications of structural kinesiology to a variety of exercises. The assessment and prescription in health and fitness are also introduced. Prerequisite: EXSC2205.

**EXSC3005 Biomechanics in Sports 4 cr.**
This course provides a systematic introduction to the major principles of biomechanics, emphasizing the contributions that biomechanics makes to the understanding of human movement. The objective of this course is also to develop an awareness of selected mechanical and anatomical concepts related to human performance and injury prevention. Prerequisite: EXSC2205.

**EXSC3105 Nutrition 3 cr.**
This course helps students to understand the processes involved in nourishing the body. It includes the study of nutrients, their physiological functions, and their interrelationship within the body. Course content and materials focus on the importance of making food choices that minimize the risks of developing nutrition-related diseases. The course uses the United States Department of Agriculture’s most current Dietary Guidelines for Americans in order to help students identify the characteristics of a nutritious diet. This course also offers opportunities for students to examine and discuss the value of and scientific basis for consuming various dietary substances promoted in the media. Examples include antioxidants, dietary supplements, and ergogenic aids. Prerequisite: Sophomore standing.

**EXSC3201 Consumer Health 3 cr.**
This course is designed to help people make informed decisions regarding their evaluation and understanding of health products and services. Some topics to be covered include health insurance, food buying, quacks, fad diets and understanding the misconceptions concerning health.

**EXSC3205 Drugs and Society 3 cr.**
This course exposes students to biopsychosocial models used to explain substance use, abuse, dependency, and addiction. Students gain an understanding of genetic, physiological, and neurobiological factors contributing to alcohol use and abuse, as well as familiarity with the impact of these behaviors on the individual, the family, and the community. Specific attention is given to the roles of gender, age, culture and religious training as they relate to pattern of use.

**EXSC3300 Exercise Physiology 4 cr.**
Through classroom lecture and laboratory activities, this course provides students with an opportunity to observe and discuss the acute responses and chronic adaptations of the human body to physical activity. Mechanisms of neuromuscular, metabolic, cardiorespiratory control and adaptation during and after exercise activity are emphasized. The environmental influences on human performance and health related aspects of exercise are also discussed. Prerequisites: BIOL2503 and BIOL2504.
EXSC3500 Human Sexuality 3 cr.
The cultural, psychological, ethical and biological aspects of sexuality are examined. The focus of this course is the multiple roles which include a component of sexuality education as a component of human health and wellness. Students examine their own views regarding sexuality in order to prepare them to function more effectively within those roles.

EXSC4105 Principles of Strength and Conditioning 3 cr.
This course integrates the knowledge and skills acquired in previous courses which are essential to become a Certified Strength and Conditioning Specialist. Students will learn the latest scientific principles and theories and understand the purpose of using correct forms of exercise, different arrangements of training system, and principles of periodization. Upon completion of this course, students will be able to design sound personalized strength and conditioning programs for athletes of all types for various sports. Prerequisite: EXSC2705 Advanced Personal Trainer.

EXSC4205 Lifespan Motor Development and Learning 3 cr.
The aim of this course is to provide students with an introduction to basic physiological, psychological and biomechanical foundations of human motor control. The main goal is to provide an overview of the mechanisms of how we control our movements, how perception and movement are integrated, how aging affects motor control, and how new movement patterns are acquired during skill acquisition and motor development. Prerequisite: EXSC2205.

EXSC4800 Assessment & Prescription in Health & Fitness 4 cr.
This is an advanced health and fitness class. This course covers thoroughly the process of assessment and prescription in health and fitness. Students will learn how to use relevant fitness testing equipment, learn the guidelines and protocols for safe and effective exercise testing for normal and special populations, and learn how to prescribe appropriate exercise programs according to individual needs. The course will emphasize application and hands-on activities and use varied methodologies, such as laboratory activities, case studies, and course projects (or community service). Prerequisite: EXSC2705.

EXSC4908 Internship in Health/Fitness 6 cr.
The primary purpose of the practicum experiences is to expose the students to “real world” work experience. Arrangements will be made for the student to work and function within one or more related sites of their interest, such as health and wellness clubs, corporate and commercial fitness facilities, clinical rehabilitations, community health service programs, or work with certified strength and conditioning coach (or athletic trainer) in sports teams. The field experience will be paired seminars, which will provide students with an opportunity to discuss and share their experiences. A minimum of 280 intern hours are required. These intern hours include the field experience, seminar, and any related activities, such as designing program or research, conducted at home or library. Prerequisite: approval of the program director.

FINA2700 Personal Financial Management 3 cr.
The development of personal investment strategies using money and credit, securities and portfolio management, budgeting, insurance, taxes, retirement programs, and estate planning.
FORE2001  Introduction to Forensics 4 cr.
An introduction to the field application of biology, chemistry, and physical sciences to the examination/collection methods of forensic evidence at a crime scene. Exploration of the underlying physiological and biochemical basis for forensic methods; laboratory analysis includes microscopy, chromatography, hair, fingerprints, serology and introduction to DNA profiling.

FORE2002  Collection/Preservation of Evidence 4 cr.
A continuation of FORE2001. Continued exploration into examination and collection methods used to identify evidence of criminal activity, including chemical techniques for developing fingerprints, blood isozymes, PCR for DNA profiling, drug identification and ELISA. Prerequisite: FORE2001.

FORE3100 Criminal Investigation 3 cr.
Examines the evolution of the investigative process. Interviewing and interrogation techniques will be studied, along with gathering and organizing information and evidence. Areas of study will include crimes against persons, crimes against property, enterprise crimes, technology crimes, and terrorism. The use of critical thinking and analytical skills, within the framework of the investigative process, will be emphasized.

GAME1001 History of Game Development 3 cr.
This course covers the history and evolution of electronic game development, focusing on design elements, technical innovations, societal influence, and the impact of marketing. The course will dissect the roles of programmers, designers, artists, and writers, as well as provide an overview of various software and hardware developments for the gaming industry. Students will gain a global and historic view of the interactive entertainment field and its origins.

GAME1002 Introduction to Game Design - see Game1120 Introduction to Game Design

GAME1120 Introduction to Game Design 3 cr. (previously Game1002 Intro to Game Design)
This course serves to introduce the various aspects of game design for those intending to work as part of management, production, and/or design teams. The student will begin with an analysis of gaming, with consideration of various platforms, game genres, playability, objectives, rule dynamics, and overall quality. Further, the student will learn the elements of production including game conceptualization, story development, and interface, character, and soundtrack, and level design.
**GAME2110 Storyboarding Animation 3 cr. (previously GAME2400 Storyboarding Animation)**
This course covers the design process of storyboarding which encompasses the fundamentals in the pre-production phase of any digital video, multimedia, or computer gaming project. During the first phase, students will learn the value of project management, presentation skills, and effective communication. Second phase lessons include the technical aspects of planning scenes with consideration given to scene set up, stage mapping, virtual or physical camera angles, and object and character movement. Emphasis will be placed on visually translating written descriptions and rendering genre and tone through effective visual blocking. Production techniques include the use of traditional drawing materials to formulate sketches, text description boards, and prototype digital renderings. Prerequisite: ARTS1100; Students with significant drawing experience may apply to the instructor for permission to take this course concurrently with ARTS1100.

**GAME2120 Intermediate Game Development 3cr. (Previously GAME2200 2D Animation)**
This course introduces students to more advanced concepts in game design and development such as ideation, digital prototyping, interface design, usability testing, team work, project scoping and management. The main emphasis of the class is on the conceptualization of innovative design goals and the execution of those goals in the form of a complete, polished intermediate game project. Prerequisite: GAME 2110 Storyboarding Animation OR Game 1120 Intro to Game Design.

**GAME2200 2D Animation - see GAME2120 Intermediate Game Development**

**GAME2301 Organic Modeling 3 cr.**
This course covers the techniques involved in building organic 3D models using industry standard modeling-specific applications. Emphasis is placed on human and non-human figure study, its importance the modeling process, and the utilization of application tools for an efficient production pipeline. Methodologies for building animation-ready assets from concept sculpts will also be explored.

**GAME2302 Rendering & Compositing 3 cr.**
This course covers the techniques involved in preparing 3D models for the rendering process. Students will design complex shading networks, explore various light types and attributes, and build lighting rigs common to the animation, visual effects, and gaming industries. Additionally, tools and concepts related to the compositing process are explored including the utilization of render layers and render passes.

**GAME2400 Storyboarding Animation - see GAME2110 Storyboarding Animation**
GAME2701 Digital Audio Production 3 cr.
This course explores the fundamentals of the medium of sound and processes of sound-design, with the goal of understanding, articulating, and creating audio assets for games. Through demos and creative projects, students will experiment with the essential building blocks of sound and explore audio principles such as acoustics and perception, the use of microphones and digital recording hardware, editing, signal-processing and mixing using ProTools, Foley recording and sound-effect production, sampling and MIDI, audio synchronization to video, and applications of audio assets in digital-media and game development. The course sets a solid foundation for the understanding of sound while developing a strong toolset for working within the medium. This course meets the requirements for a Game Design or Game Programming elective. No previous experience with sound or music is required. There are no prerequisites for this course.

GAME2702 Digital Music Studio 3 cr.
This course explores the world of MIDI and sound-design through virtual-instruments and synthesized techniques. Through demos and creative projects, students will learn essential building blocks of synthesized sounds by using virtual-instruments in ProTools, interfacing MIDI controllers with software, creation of sound-effects through synthesized means, basic rhythmic and tonal music theory, and the creation of musical assets for games. The course sets a solid foundation for the understanding of sound-design and a historical context for the field of Game Audio, while developing a strong toolset for working within the medium. This course meets the requirements for a Game Design or Game Programming elective. No previous experience with sound or music is required. There are no prerequisites for this course.

GAME2703 Music Theory 3 cr.
This course explores the fundamentals of music theory, with the goal of understanding and creating music for games. Topics cover the fundamentals of music theory including rhythms, scales, intervals, chords, keys, harmony, and modulations. Composition concepts are also introduced and explored. The course sets a solid foundation for the understanding and application of musical terms and structures in the development of game audio, and a historical context for game music. This course meets the requirements for a Game Design or Game Programming elective. No previous experience with sound or music is required. There are no prerequisites for this course.

GAME3100 Game Programming 1 - see GAME3135 Game Programming 1

GAME3102 Game Programming 2 - see GAME3145 Game Programming 2

GAME3111 Computer Illustration for Game Design 3 cr. (Previously GAME3500 Computer Illustration for Game Design)
This course covers the creation and implementation of computer graphics within the framework of multimedia and game design. Students will learn how to use computer graphic software such as Adobe Illustrator and Adobe Photoshop to render image files for use in the digital medium. Each phase of graphic creation will be considered including digitizing a base image, creating and manipulating a digital graphic directly within one of the software packages, importing and exporting between programs, and outputting to any one of various suitable graphic formats. Emphasis will be given to designing graphics for digital video, animation, multimedia design, online development, and game production. Prerequisite: GRPH2130 Techniques of Raster Imaging.
GAME3120 3D Modeling 3 cr. (Previously GAME2300 3D Modeling)
This course covers the principles and techniques involved in creating 3 dimensional media. Students will learn the step by step process of 3D graphics including modeling with NURBs, polygons, and subdivisions using sophisticated 3D software such as Maya. They will also acquire skills in texture design and UV Mapping skills, lighting, scene setup and rendering.

GAME3130 3D Animation 3 cr. (Previously GAME3301 3D Animation)
This course covers the techniques involved in animating 3D models in 3D scenes utilizing sophisticated software such as Maya. Students will learn the process of creating and building a 3D scene from objects, lighting placement, and camera manipulation. Furthermore, the animation of characters including model skeleton building, rigging, and key frame animation will be covered in detail. Prerequisite: GAME3120 3D Modeling.

GAME3135 Game Programming I 3 cr. (Previously GAME3100 Game Programming 1)
This course provides a review of the fundamentals of C++, the standard language of the game industry, and builds on those fundamentals to create moderately complex games. Beginning with simple games, the course progresses through more interesting game functions: game loops, using and creating software objects, using functions to break game programs into manageable chunks of code, how to address and manipulate computer memory, and define objects in terms of other objects. Prerequisite: CPTR2300 Data Structures.

GAME3145 Game Programming II 3 cr. (Previously GAME3102 Game Programming 2)
This course focuses on the subject of game programming using a third party 3D game engine to provide a uniform interface for audio, 3D visuals, and device input. Students will use open source multi-platform, tools and game libraries, such as those available in Torque to produce platform independent code. Students will also have the opportunity to interact with the online game programming community to further develop their skills. Prerequisite: GAME3135 Game Programming I.

GAME3150 Level Design 3cr.
This course teaches the concepts and skill sets involved in creating successful levels within any game format. Emphasis will be given to integrating levels within a given game design, construction guided by balance and rhythm, and approaches for handling technical and environmental limitations. Students will develop levels for existing game engines as well as utilizing original game aesthetics. Prerequisite: GAME2120 Intermediate Game Development which may be taken concurrently.

GAME3160 Machinima 3cr. (Previously GAME3200 Digital Audio Video)
This course covers the technical aspects of working within the challenging medium of digital audio and video production. With a focus on using non-linear editing methods, students will be able to take full advantage of digital editing processes utilizing the latest in audio and video software such as Sound Forge, Adobe Premiere, and Adobe After Effects. Students will cover all aspects of the production process including audio and video recording and capturing, digital editing of sound and video, special effects generation, and final preparation for use in interactive media such as DVDs, advanced video games, and the World Wide Web - each with its own technical and production requirements. Prerequisite: GAME2110 Storyboarding Animation.
GAME3170 Game Production and Prototyping 3 cr. (Previously GAME3300 Game Production and Prototyping)
This course teaches the fundamental principles and strategies of game production and prototyping, allowing the student to assume the role of project producer. Students will learn the core elements of game assembly, project management, development tracking and troubleshooting. They will become familiar with the procedures necessary for successful game development, from the conception stage and on through the implementation stage, covering the various technologies prevalent in the game design industry. Production focus will be on prototyping, planning, implementation, testing, and tracking across financial and technological constraints. Prerequisite: GAME2120 Intermediate Game Development; Students with previous game design experience may apply to the instructor for permission to take this course concurrently with GAME1001.

GAME3200 Digital Audio Video - see GAME3160 Machinima

GAME3300 Game Production and Prototyping - see GAME3170 Game Production and Prototyping

GAME3301 3D Animation - see Game3130 3D Animation

GAME3302 Rigging for Animation 3 cr.
This course covers the techniques involved in preparing 3D models for the animation process. Students will design efficient and intuitive rig systems using popular industry tools such as bones, joints, control objects, and constraints. Furthermore, the process of skinning and application interoperability will be explored.

GAME3500 Computer Illustration for Game Design - see GAME3111 Computer Illustration for Game Design

GAME3701 Music Composition for Games 3 cr.
The course explores advanced game music production concepts and techniques. Topics build on the Music Theory class and cover scoring, arranging, and orchestration. Adaptive and non-linear audio concepts are introduced in the context of gameplay, as well as subjects such as looping, branching, and randomization, transition matrices, algorithmic operations, and creating multi-layered stems. Concepts are introduced and explored through applied creative projects. Historical context is given within the development of game music. This course meets the requirements for a Game Design or Game Programming elective. Prerequisite is Music Theory.

GAME3702 Sound-Design Toolbox 3 cr.
This course surveys advanced sound-design tools and software used by professionals in the industry and expands upon skills from Digital Audio Production and/or Digital Music Studio. Numerous synthesis techniques and procedures are covered such as advanced analog emulation and subtractive synthesis, FM, wave-table, granular, and semi-modular synthesis, physical modeling, software samplers, and signal processing through effects. Tools created by independent designers will also be implemented and critiqued. Students will use these tools for advanced sound production and the development of audio assets for games. This course meets the requirements for a Game Design or Game Programming elective. Prerequisite is either Digital Audio Production or Digital Music Studio.
GAME4115 Artificial Intelligence 3cr.
This course provides an overview of the field of artificial intelligence with special attention to uses in the electronic gaming field. Students will develop logic grids for intelligent agents, discuss how learning and communication are integral elements of artificial intelligence. Philosophical discussion of such concepts as intelligence, cognition, learning, and the Turing test will be addressed. Prerequisite: GAME3145 Game Programming I.

GAME4120 Literary Development of Virtual Worlds 3cr.
This course looks at traditional storytelling and literary development. Students will then apply classical techniques to the development of virtual worlds, both through non-linear narrative and 3D deployment of literary creations. Prerequisite: GAME3150 Level Design.

GAME4300 Career Internship 3cr. (Meets requirement of ARTS4500 for Game Design and Game Programming students)
The junior or senior student is required to pursue an internship with a local professional design firm in which the student can apply his/her academic experience to the professional working environment. The student intern works under the supervision and guidance of a faculty member in partnership with the student business supervisor. Prerequisite: GAME3120 3D Modeling or GAME3135 Game Programming I.

GAME4301 Character Animation 3 cr.
Animated characters are becoming increasingly popular as pivotal assets in animation, storytelling, and simulation related industries. The fundamentals of creating animation lie in the ability to generate believable characters that have emotion and life. This course will explore tools and techniques used in the animation industry to design convincing character animations including blocking, breakdowns, non-linear, and procedural animation. Prerequisite: GAME3302 Rigging for Animation.

GAME4400 Advanced Topics in Game Development 3cr.
Courses offered under the designation Special Topics may represent emerging issues or specialized content not represented in the curriculum. Each special topics course has a course description which is archived at http://www.becker.edu/academics/course-descriptions/special-topics-courses. Student may take course multiple times to earn credit for a different topic. Prerequisite: GAME3120 3D Modeling or GAME3135 Game Programming I.

GAME4510 Senior Game Project I 3 cr. (Previously GAME4801 Sr. Game Project 1)
This senior-level seminar is flexible in both format and content due to the ever advancing technology within the field of game design and represents the culmination of the student's Bachelor of Arts in Game Design experience. Working with the professor, students will select an appropriate topic for the design of an original interactive gaming project which will result in a presentation of associated development stages and final program. The thesis work will allow students to produce an advanced, cohesive project based on their accumulated course work within the major and further focused research and development for this seminar. It is intended to simulate the real-world experience of game project developer/designer. Prerequisite: GAME3120 3D Modeling or GAME3135 Game Programming I.
GAME4520 Senior Game Project II 3 cr. (Previously GAME4802 Sr. Game Project 2)
This semester long seminar is designed to allow students to concentrate on one of two aspects of game development while working as part of a complete project team. Working under the supervision of the professor, students will be divided into two departments to simulate the real-world environment of game production. Students will work in either narrative and design development or in interactive development and production. The thesis project will require ongoing professional communication between the two departments, while individual team member work will result in a large body of original graphic, video, audio, and programming pieces for integration into a cohesive final project. The students will present their project to a panel of department faculty, accompanied by developmental presentations and drafts utilized during the semester to represent the process involved. The course is intended to draw on students' previous coursework and research. Prerequisite: GAME3120 or GAME3135.

GAME4610 Portfolio 3cr.
A professional review of a student's cumulative work toward the degree is provided. The student spends the semester gathering work, updating items, participating in critiques, and creating a professional presentation of his/her work which is meant to be shown for career and graduate school opportunities. Prerequisite: GAME4510 Senior Game Project I.

GAME 4701 Game Audio Production Studio 3 cr.
The overall purpose of this course is to design and create a fully realized game audio production to be implemented in a working game, in tandem with the Senior Game Project course. The course involves creating all audio assets to be used in-game including sound-effects, music, and voice-overs, and the implementation of adaptive audio theories, real-time mixing, and middleware. Topics build on previous sound-design and composition courses. Students will work both individually and as a team. This course deepens the preparation of students for entry-level work in sound design and music at a game development company or as a freelance professional. This course meets the requirements for a Game Design or Game Programming elective. Prerequisites are either Sound-Design Toolbox or Music Composition for Games.

GAME4801 Sr. Game Project 1 - see GAME4510 Sr. Game Project 1

GAME4802 Sr. Game Project 2 - see GAME4520 Sr. Game Project 2

GOVT1108 American Government 3 cr.
An analysis of the United States national government with primary emphasis on its constitutional structure and secondarily on its institutional development.

GOVT1109 State and Local Government 3 cr.
An analysis of state and local government institutions in the United States with emphasis on structure, function, policies, and recurrent political problems of these institutions.

GOVT3001 Political Theory 3 cr.
This course analyzes political thought throughout history and its impact on government and society. Students will be exposed to the work of theorists such as Plato, Socrates, Machiavelli, Montesquieu, Rousseau, Locke, Jefferson, and others who have influenced political thought.
GOVT4100 American Constitutional Law 3 cr.
An introduction to the complex processes involved with the development of constitutional doctrine in the United States. Students will study the major cases and Supreme Court decisions that serve as the principle vehicle for constitutional elaboration, adaptation and change. Prerequisite: GOVT1108.

GRPH1900 Digital Presentation 3 cr.
This course will be a combination of several applications, such as Photoshop, In Design, and Illustrator, to help the interior design students improve their font choices, layout skills, and photo manipulation for presentation purposes.

GRPH2104 Graphic Design I - see GRPH2140 Graphic Design I

GRPH2105 Graphic Design II - see GRPH2150 Graphic Design II

GRPH2110 Typography 3 cr. (Previously GRPH 3400 Typography)
This course is an exploration of typography, both the history of type and the importance of typography in the design process. Students will learn the history of typography from the origin of the alphabet and the invention of movable type, to the new and modern computer generated fonts. Students will create a variety of projects ranging from the abstract, using basic letter forms, shapes and structures, to the practical designing posters, logos, typographic grids, structures and more! Students will brainstorm ideas through discussion and thumbnail sketches. Most projects will be completed using Adobe Illustrator.

GRPH2120 Techniques of Vector Imaging 3 cr. (Previously GRPH2205 Electronic Illustration)
This course introduces the student to vector imaging using Adobe Illustrator to create digital illustrations. The course content will focus on drawing in the vector format using the pen and brush, making paths, masks and gradients to use as illustrations for design projects. The course will also emphasize typography as an illustrative device as well as various techniques and tools used in the creation of line art and color illustrations.

GRPH2130 Techniques of Raster Imaging 3 cr. (Previously GRPH2600 Electronic Graphic Design)
This course introduces the student to the process of creating and designing with Raster images using Adobe Photoshop. Students will learn the scanning process and the importance of file sizes and resolution. The course focus will be on preparing photographic images for print and web applications and the different needs of each medium. Students will learn to adjust color, work in layers, create masks, use brushes and filters and appropriate color management for print (CMYK) and web (RGB).

GRPH2140 Graphic Design I 3 cr. (Previously GRPH2104 Graphic Design I)
The Graphic Design core sequence consists of two courses which introduce the student to concepts and facets of the design process from inception to finished product. Each course presents a combination of theoretical knowledge and practical skills that will prepare the student to enter and succeed in the professional Graphic Design field. Graphic Design I introduces the student to the history of the graphic arts. The student will learn the art, craft and skill sets needed for design, layout and production in the ever-changing world of graphic design. Manual techniques will be the foundation of the study of graphic design. Problem solving exercises using visual expression will teach the students to communicate on the graphic level. Prerequisites: GRPH 2110; GRPH 2120 or concurrent.
GRPH2150 Graphic Design II 3 cr. (Previously GRPH2105 Graphic Design II)
Graph Design II is a continuation of GRPH2140 Graphic Design I. This course is a combination of the theoretical knowledge and practical skills which introduces the student to concepts and facets of the design process from inception to finished product using Adobe InDesign. The course will teach students problem-solving exercises and the understanding of exactly how to communicate ideas graphically. This course develops the student's understanding of language and terminology in electronic image assembly and electronic pre-press. The student will learn how to prepare fonts, images, and documents for printing, including bleeds, trapping, and the usage of spot (Pantone, Toyo, etc.) colors. Prerequisites: GRPH 2130 & GRPH2140.

GRPH2160 Introduction to Web Design 3cr. (Previously COMM3300 Introduction to Web Design)
In this course, students learn Dreamweaver, the industry standard program for web site design and production. The course will emphasize the design process from need analysis and concept creation to creating a full web site. The course covers the design and construction of Web pages and sites, with an emphasis on the design, content, storyboarding, communication and navigation processes.

GRPH2170 Principles of Digital Imaging 3 cr. (Previously ARTS2500)
This course introduces students to the basics of image acquisition, photographic techniques, and digital processes. Through shooting assignments and hands-on computer lab work, the students concentrate on taking the image while learning creative control and visual skills, preparing project files and outputting them to print. The students will produce a wide range of work to be used in a professional presentation. Students are required to own or have access to a camera. Prerequisite: none

GRPH2180 Flash Animation 3 cr. (Previously COMM3503)
This course will focus on the cross-over of the basic principles of animation, motion perception, and design for the digital medium. An introduction to the techniques used in traditional animation, including conceptualization, planning, sketching, and cell creation will provide the necessary backbone for this course's emphasis on digital 2D animation for internet communication. Students will learn how to create computer based graphics for use within digital animation software. Prerequisite: GRPH2130 Techniques of Raster Imaging.

GRPH2205 Electronic Illustration - see GRPH2130 Techniques of Vector Imaging

GRPH2600 Electronic Graphic Design 3 cr.
This course introduces the student to the process of bringing graphic design onto the computer platform. It briefly reviews the traditional layout and mechanical processes to familiarize the student with the basic procedure and terminology used in the printing process. A review and further exploration of page layout program, Quark XPress, will combine with advanced instruction on the other design standard software applications, Adobe Illustrator and Adobe Photoshop. How they work together and individually to produce finished files for printed material including stationery, product fact sheets, newsletters and multiple page brochures will be emphasized. Additionally, the student will be introduced to Adobe Acrobat and its Portable Document Format (PDF), used to create high-quality, low-memory e-mailable files from final Quark/Illustrator/Photoshop files for client review and approval. Final files will be prepared for printing. (Students who need this course should take GRPH2130 Techniques of Raster Imaging).

GRPH3104 Graphic Design III - see GRPH3120 Publication Design
GRPH3110 Advanced Web Design 3cr. (Previously COMM3305 Advanced Web Design)
This course is a continuation of GRPH2160 Introduction to Web Design. The students will construct XHTML pages and use CSS to format and build the pages using the new template engine in DMX. The student will also learn how to incorporate audio and video files, JavaScript rollovers, and libraries and create dynamic interactive web pages. The dynamic integration between Dreamweaver and Fireworks will also be covered. Prerequisite: GRPH2160.

GRPH3120 Publication Design 3 cr. (Previously GRPH3104 Graphic Design III)
Advanced production of multi-page documents, such as: books, newsletters, annual reports and magazines. This course will teach students to solve problems dealing with page flow, multi-page layouts and advanced techniques of the page layout software, Adobe InDesign. This course will also emphasize advanced pre-press skills to pre-flight and package their finished designs for commercial print. Prerequisite: GRPH2150

GRPH3130 Advertising Design 3 cr. (Previously GRPH3700 Advertising Design)
This course introduces the student to the fundamentals of advertising design and demonstrates the creative usage of words and images in effective print communications as created by an advertising agency art director. The course focuses on the creative process, on problem solving, concept development, and on the relationship between the designer, the art director, the client, and the consumer. The student will learn audience definition, client relationships, product positioning, creative strategy, and presentation skills. Emphasis will be placed on print media such as: newspaper, magazine, billboard, d/mail and P.O.P. In-class discussions will include the principles of design, and how they are applied as a driving force in designing and executing advertising concepts. Prerequisite: GRPH2150

GRPH3140 Package Design 3cr. (Previously GRPH3502 Electronic Pre-Press))
This advanced design course examines the field of package design. Students will work from concept to finished product, combining their pre-press and production knowledge to create folds, tabs and die cut designs for packaging. This course will focus on the unique problems of package design by working with students hands-on to create concepts and package designs for products. They will construct 3-D facsimiles of their designs, focusing on function and innovation. Prerequisite: GRPH 3120

GRPH3400 Typography - see GRPH2110 Typography

GRPH3502 Electronic Pre-Press 3cr.
This course further develops the students understanding of language and terminology in electronic image assembly and electronic pre-press. The student will learn how to prepare fonts, images, and documents for printing, including bleeds, trapping, and the usage of spot (Pantone, Toyo, etc.) colors. Particular emphasis will be placed on file preparation, pre-flighting, and compiling a single folder to be compressed and sent to print. Students will learn these skills using professional-level software including Quark XPress outputting module, Adobe InDesign, Acrobat, Illustrator, and Photoshop. Prerequisites: GRPH2105. (Students who need this course should take GRPH3140 Package Design).

GRPH3700 Advertising Design - see GRPH3130 Advertising Design
GRPH3702 Advanced Advertising Design 3cr.
This advanced course will continue to develop the basic skills learned in GRPH3130 Advertising Design I. Emphasis will be placed on individual project research, creative interpretation, conceptual development, and final project production. This course is offered as an GRPH elective for those students who wish to expand their focus in designing for the advertising industry offering the student the opportunity to learn TV storyboarding as he/she designs TV campaigns as part of the overall advertising mix. Prerequisite: GRPH3130

GRPH4100 Information Design 3 cr.
This course is a hands-on study of the graphic organization and the clear and effective presentation of information as used in the corporate environment. Corporate Design involves a multi-and inter-disciplinary approach to graphic communications, combining skills and knowledge from graphic design, art history, psychology, communication theory and cultural studies. In this course, specific emphasis will be placed on the research, analysis, creation, and roll-out of a corporate identity system that includes the design and production of the corporate logo, stationary, packaging, web, signage and various collateral materials. Prerequisites: GRPH3104, GRPH3502. (Students who need this course should take GRPH4215 or GRPH4400).

GRPH4210 Special Projects in Design 3cr.
This course allows students who wish to pursue in-depth various graphic design topics such as: theoretical, experimental or practical studies in cutting edge subjects. An advanced course for students to tackle modern or advanced ideas in design that are beyond the scope of the course offerings to create finished designs in the student’s professional interests. Course will emphasize critical thinking and originality. Prerequisite: Jr. Status in Graphic Design

GRPH4215 Corporate Design 3cr.
This course is a hands-on study of the graphic organization and the clear and effective presentation of information as used in the corporate environment. Corporate Design involves a multi-and inter-disciplinary approach to graphic communications, combining skills and knowledge from graphic design, art history, psychology, communication theory and cultural studies. In this course, specific emphasis will be placed on the research, analysis, creation, and roll-out of a corporate identity system that includes the design and production of the corporate logo, stationary, packaging, web, signage and various collateral materials. Prerequisite: GRPH 3130

GRPH4300 Career Internship 3 cr.
The junior or senior student is required to pursue an internship with a local professional design firm in which the student can apply his/her academic experience to the professional working environment. The student intern works under the supervision and guidance of a faculty member in partnership with the student business supervisor. Bi-weekly, on-campus meetings between the student and design advisor will assure that the student is fulfilling his/her course and business obligations. A Career Internship form is required and is available at the Registrar’s office, to be filled out for approval. Prerequisite: Jr. Status in Graphic Design
GRPH4220 Advanced Digital Photography 3 cr.
This course will offer students interested in photography and Adobe Photoshop the opportunity to advance their skills in these areas. The course will focus on the expanding field of digital photography where students will learn skills in Photoshop to create brushes, work with channels, layers, color management, filters and image retouching and manipulation. Students will create work for fine art and commercial applications. Prerequisite: GRPH2170.

GRPH4400 Advanced Topics in Design 3 cr.
Courses offered under the designation Special Topics may represent emerging issues or specialized content not represented in the curriculum. Each special topics course has a course description which is archived at http://www.becker.edu/academics/course-descriptions/special-topics-courses. Student may take course multiple times to earn credit for a different topic.

GRPH4510 Design Portfolio 3 cr.
In this course the student, working with a design faculty member, creates and produces his/her own individual portfolio which highlights the student’s competence, knowledge, and proficiency in his/her chosen field or area of interest. In addition, the student will work with Becker College’s Career Services office in the development of his/her job search strategy including creating a PPT presentation of their portfolio, using a portfolio as a marketing tool, preparing resumes and cover letters, developing interviewing skills and professional presentation techniques. Prerequisite: Jr. Status in Graphic Design

GRPH 4520 Senior Team Project 3 cr.
The STP course involves students working together as teams with local area clients on real-world projects. Student teams will work closely and interact with their assigned client to provide graphic design, web-site design and more. Supervised by design program faculty; the teams will be responsible for the design and production of the work requested by the client. The course will focus on the skills of team management and cooperation which are essential for working on a design team. Prerequisite: Jr. Status in Graphic Design

GRPH4530 Professional Practices in Graphic Design 3cr.
This course is specifically focused on the student’s ability to manage their design work flow and prepare them for real business practices. Students will learn to create job tickets, calculate and prepare job estimates, fill out copyright forms, compile contracts and prepare final design bills. The class emphasizes skills necessary for working with design firms or as a self-employed graphic designer. Students will also prepare self-promotional materials, portfolio presentations and sales pitches to further prepare them for their professional careers.

HIST1303 Western Civilization I Ancient and Medieval Europe 3 cr.
A survey of western man from prehistory to the end of the Medieval period. The civilizations of Egypt, the Tigris-Euphrates Valley, Greece and Rome will be emphasized in this course.

HIST1304 Western Civilization II - Renaissance, Reformation and Modern Europe 3 cr.
A survey of the history of western man from the Renaissance, through the Reformation to the end of the Thirty Years War in 1648 and thence to the present. Key topics will be the enlightenment, the age of absolute kings, the French Revolution, the Industrial Revolution, World Wars I and II, the Vietnam War and the two wars with Iraq.
HIST1305 Western Civilization III Modern Europe 3 cr.
A survey of the history of western man from the end of the Thirty Years War in 1648 to the present. Topics will be the enlightenment, the age of the absolute kings, the French Revolution and Napoleon, the Industrial Revolution, and World Wars One and Two.

HIST1308 U.S. History I 3 cr.
A general overview of the political, social, cultural, economic and military experience of the American people from the establishment of the first settlements by Europeans in North America to the end of the American Civil war. The course will emphasize events, trends and personalities of the Colonial period, the Revolutionary, Confederation and early national era, the sectional conflict and the Civil war and Reconstruction.

HIST1309 U.S. History II 3 cr.
A general overview of the political, social, cultural, economic and military experience of the American people from the Reconstruction era to the present. The course will emphasize the events, trends and personalities of the Gilded Age and Progressive era, the two World Wars, the Roaring Twenties and Great Depression and the Cold War.

HIST1401 World History I 3 cr.
This course focuses not only on Western history but also on its diverse, non-Western counterpart. The course is designed to help students achieve a better understanding of the historical forces that shaped the development of early agrarian societies. To this end the course presents the political, economic and cultural history of various world civilizations. In addition, the course aims to increase understanding between peoples from different cultures and to create a common core-knowledge necessary for life in the emerging global community.

HIST1402 World History II 3 cr.
World History II begins by focusing on the achievements of Western technology and the voyages of discovery of the 15th century that created a new world system. The course examines European colonialism, slavery, revolutions, nationalism, liberalism, industrialization, imperialism, world wars, fascism, communism, and democracy. Other major topics include the decline of colonialism, the atomic age, and the cold war. The course also aims to increase understanding between peoples from different cultures and to create a common core-knowledge necessary for life in the emerging global community.

HIST2306 Man and Technology in Western Civilization 3 cr.
The development of technology from the fashioning of stone tools by prehistoric man to the development of a computerized society by 20th century man. Emphasis on the impact of scientific thought and technological innovation upon human social, political and economic values.

HIST3100 American Constitutional History 3 cr.
The evolution of American constitutional law is examined in detail. Topics include the writing of the Constitution, its ratification, the concept of judicial review, and the role of the Supreme Court. The development of major constitutional principles since 1787 are discussed historically. Prerequisite: GOVT1108.
HLTH1206 Medical Terminology 3 cr.
The study of anatomy and physiology provides the basic root words and concepts which, by further study of prefixes and suffixes, form a comprehensive medical vocabulary. On this foundation, a logical study of the medical specialties is made, which increases the student's knowledge of terminology and familiarizes the student with the diagnostic procedure and treatments.

HSTR1001 Introduction to Hospitality and Tourism 3 cr.
An orientation to the hospitality and tourism industries encompassing hotels/resorts, clubs, restaurants, food service institutions, and various elements of the tourism industry. Explores trends and opportunities in the industries; examines the planning, organizing, staffing, accounting and leadership functions in hospitality and tourism administration.

HSTR1100 Travel Geography 3 cr.
In the United States, over 70 percent of all travel sales involve itineraries originating in the United States for destinations within North America. This course will familiarize the student with the basic travel geography primarily of the United States. Major tourist destinations are reviewed with strong emphasis placed on development of map skills and basic place-name geography. Other areas of concentration will be Europe and Asia.

HSTR1202 Restaurant and Catering Management 3 cr.
This course will introduce the student to a variety of food service operations including institutional feeding, banquet planning and retail food operations. Students will explore basic nutrition, sanitation and menu management more fully.

HSTR2204 Rooms and Division Management 3 cr.
This course presents a systematic approach to front office procedures by detailing the flow of business through a hotel beginning with the reservation process and ending with billing and collection procedures. This course also places front office procedures within the context of the overall operation of a hotel and examines front office management, the process of handling complaints and hotel safety and security.

HSTR3001 Cruise and Tour 3 cr.
Exposes the students to the operational structure of the cruise, tour, hotel and car rental elements of the travel industry. This course will cover sales techniques relevant to these travel products. Knowledge of major tour operators and their brochures will be examined.

HSTR3200 Bar and Beverage Operations 3 cr.
This course covers cost control management within a beverage operation. Units covered will include wine and wine making, spirits and responsible alcohol service. Students will sit for a national alcohol service certification.

HSTR4900 Hospitality Field Experience 3 cr.
This experience enables the student to acquire vital hands-on training in the multifaceted hospitality industry. It is a paid work experience, which can be started in the freshman year, consisting of 300 hours in one of the many hotels, motels, resorts, restaurants and institutional facilities located across the country. Work experience report and evaluation forms are required in order to guide the student toward his/her professional goals.
HUMN1001 Introduction to the Humanities 3 cr.
Students develop analytic and critical tools for greater appreciation of the arts, such as literature, painting, music, sculpture, architecture, dance, and photography. The student reads from Faulkner, Steinbeck, Albee, Rostand, and others, and participates in limited activities to understand and appreciate man’s creative activities.

HUMN20UG Special Topics Course 3 cr.
Courses offered under the designation Special Topics may represent emerging issues or specialized content not represented in the curriculum. Each special topics course has a course description which is archived at http://www.becker.edu/academics/course-descriptions/special-topics-courses. Student may take course multiple times to earn credit for a different topic.

HUMN2107 America and the Contemporary World 3 cr.
This course is intended to give students in the liberal arts an opportunity to understand the changing world, to comprehend America’s role in that world, and to ponder the political and cultural challenges that are likely to confront their generation in the future. After the end of the Cold War, certain historians such as Francis Fukuyama proclaimed the “end of history.” History, however, survived its “end” and came back as complex and disturbing as ever, which became patently clear after the tragic events of September 11th. In this course, students will get the historical background necessary to understand the developments that led to September 11th. In addition to that, they would be expected to keep in touch with the latest news on day-to-day basis.

HUMN2207 American Cinema 3 cr.
The American Cinema: A survey of various trends in American movies from 1927 to present. Students will view approximately sixteen landmark motion pictures to analyze them for content, technique, mass audience appeal, and the historical context within which the film was produced.

HUMN2208 American Film Genres 3 cr.
An intensive study of one or more of the various genres of the American cinema, including westerns, musicals, film noir, gangster films, and detective films. These motion pictures will be analyzed for content, technique, mass audience appeal, and the historical, political, or sociological context within which the film was produced.

HUMN2401 Elements of Japanese Culture 3 cr.
A number of central phenomena in the Japanese cultural history are studied, from concepts of ancient aesthetics to animation styles and techniques such as anime and art forms such as manga and video games which are so much a part of modern and contemporary popular Japanese culture. The video games, anime and manga are employed as vehicles to develop students’ awareness of Japanese culture, past and present, but particularly contemporary culture. In addition, the contemporary image of Japan, as seen by other cultures is discussed within a framework of the history which shaped it, for example, the effect Hiroshima and World War II has had on Japanese art and culture. Rudiments of Japanese language are also covered as required to gain a more critical understanding of various other cultural elements. Emphasis is placed on exploring Japanese popular culture in a historical, social and literary context. This course meets the requirements for a global awareness/diversity (Non-Western Culture) elective.
**HUMN2405 Religions of the World 3 cr.**
In this course, students will explore the major themes, faith practices, and symbols and concepts of the major religions: Christianity, Judaism, Buddhism, Islam, and Hinduism. Because religion plays a significant role in history and society, study about religion is essential to understanding both our nation and the world. The course will enhance understanding of various religions to eliminate misconceptions and to develop a healthy respect for difference. Attention will also be given to how real people, through biography and autobiography, have expressed the spiritual dimension of life through their religions traditions.

**HUMN2603 Islam: Faith, Culture, and History 3 cr.**
This course on Islam and the Muslim world will introduce you to the tremendous diversity of the Islamic culture and provide you with a working knowledge of the complexities and opportunities of doing business with Muslim countries. Topics include basic beliefs, practices of Islam, social, cultural, and political ideals and institutions of Islam, business risk management in the Middle East, and Islamic economics and finance. An in class discussion format will supplement readings, short analytical papers, and presentations. Understanding those who embrace Islam as a faith and a way of life will help you to become an effective global manager who will deal successfully with the Islamic world.

**HUMN3100 Intercultural Communication 3 cr.**
Students learn about the challenges of communication between members of two or more different cultures. Such awareness may lead to an appreciation of cultural differences and to strategies that can enhance personal and organizational functioning and communicating in a multicultural environment.

**HUMN3202 Great Trials in History 3 cr.**
This course is an in-depth analysis of a selected number of important trials that have occurred throughout the history of western civilization, including the trial and execution of Socrates and Jesus Christ, the trial of Galileo, Alfred Dreyfus, Sacco and Vanzetti, John Scopes, Charles II as well as many other persons involved in civil or criminal actions that had impact on historic events. Students will study and analyze a select core of cases studied by the class as a whole, and then each student will select a smaller number of related cases for further analysis as an individual project. Prerequisite: Junior status; HIST3100 or GOVT4100 are recommended.

**HUMN3302 Studies in Film Analysis 3 cr.**
Studies in Film Analysis is a seminar course that will concentrate on the analysis of selected feature films that have a common theme of historical, political or literary significance. Students collectively will view approximately ten related landmark films as class assignments. Individual students will then study and analyze a smaller group of significant related films as research projects apart from the class exercises. Assessment of student learning will take the form of written analyses of the research done by students and oral presentation of their findings and conclusions. Prerequisite: Junior status; HUMN2207 or HUMN2208 recommended.

**HUMN3502 Ancient Cultures and Their Heroes 3 cr.**
This course will continue to examine ancient cultures from both Western and non-Western traditions. Heroes and heroines, myths, symbols, rituals, religions, and community relationships and roles will be explored. the "gifts" of these ancient cultures, clues for living better in today's world, will be thoroughly discussed.
HUMN3503 Contemporary Heroes and Their Cultures 3 cr.
Contemporary Heroes and Their Cultures, will examine, in a timely fashion, the new relationship cultures have with their heroes, and how the culture and the hero shape one another. There is a wealth of heroism in the ever-changing world of the twentieth and twenty-first centuries as well as conflicting views on what the modern hero (and anti-hero) truly represents. New perspectives in the global community allow heroes of today to both reflect and transcend their own culture. It is, indeed, a brave new world to explore in this timely course.

HUMN4105 Religion, Peacemaking, and Social Transformation 3 cr.
The role of religion in society and the world today is a complex one; it is based on different understandings and conceptions of religion itself. All religions, at different times in history, have functioned as catalysts of social transformation. In contemporary society, several positive social and political transformations have been brought about in which religion, religious sentiment, or appeal to religion was a factor. Religion cannot be separated from society or isolated from cultural realities.

This course will focus on portraits of peacemakers around the world, past and present, who have made a difference in bringing about positive change and who have been instrumental in resolving conflict through religion. We will examine how religion plays a role in social transformation in places such as El Salvador, Northern Ireland, Bosnia, Sudan, South Africa, Israel, Palestine, and Afghanistan.

Students will learn how they, too, can be a positive force for change in their community or world through the example of others and then by completing a service learning project. Documentaries focusing on peacemaking as well as invited guest speakers will be integrated in the course. Prerequisites: SOCI1001 or SOCI2400; and any HUMN3000+ level course.

INDS1306 Drafting 3 cr.
The basics of drafting will be covered in this class, including symbols, scale, accuracy, lettering, etc. The techniques and principles of drawing three-dimensional objects will be studied through the use of isometric drawings.

INDS2301 Interior Design Studio I 3 cr.
A presentation of the basics of balance, proportion, scale, texture, and other design elements. The development of several basic floor plans and furniture layouts as they relate to human needs will be a major area of study in this course. Prerequisite: ARTS1301 Principles of Design or INDS1306 Drafting.

INDS2302 History of Decorative Arts I 3 cr.
A survey of the history of interiors, furnishings and architectural elements. The styles of Egypt, Greece, Rome, the Middle Ages, the Italian Renaissance, and the Hispanic, French and English (through Chippendale) periods, will be covered. There will be a field trip to the Museum of Fine Arts, Boston to see many of the styles studied.

INDS2303 History of Decorative Arts II 3 cr.
This is a continuation of INDS2302 Decorative Arts I. It is a survey of the history of interiors, furnishings and architectural elements. English styles of Hepplewhite, Sheraton, and Adam will be studied. Early American, Georgian, Federal, and Victorian through contemporary American styles are studied. International styles such as Art Nouveau and Art Deco are also studied. Prerequisite: INDS2302.
INDS2401 Interior Design Studio II 3 cr.
This course stresses the application of functional design principles as they relate to residential interiors. Two major projects will be used for analysis and research into possible solutions to design problems. Presentation is stressed. Barrier-free design will be addressed. Prerequisite: INDS2301.

INDS2402 Textiles 3 cr.
Fibers, weaves, dyeing and production techniques, and fabric classifications are studied. Many of the applications, as they relate to interior design, are explored.

INDS2500 Design Materials 3 cr.
This course covers many of the materials used in interior design: window treatments, carpeting, flooring, wall coverings, textiles, and furniture construction basics.

INDS3100 Introduction to CAD for Interior Design 3 cr.
This is an introductory course in computer aided drafting. Many basic commands will be learned allowing the student to produce floor plans using the computer. This course stresses the architectural uses of Auto CAD. Prerequisite: INDS1306.

INDS3200 Advanced CAD for Interior Design 3 cr.
This course will build on the information gained in INDS3100. More advanced interior design plans and drawings will be developed. Three-dimensional drawings will be explained and produced. Prerequisite: INDS3100.

INDS3300 Design Specialties Studio 3 cr.
This course will examine several areas of interior design specialization. ADA compliance, universal design, and housing for needs people/communities are topics to be explored. Prerequisite: INDS2401

INDS3600 Interior Design Studio III 3 cr.
Design projects will deal with space planning problems in commercial buildings such as retail stores and offices. The student will analyze and develop spatial arrangements and suggest appropriate furnishing selections. Prerequisite: INDS2401.

INDS3601 ID Studio IV 3 cr.
Larger, more advanced commercial plans are produced. Programming, design development, codes, furniture, finishes, drawings and oral presentation is stressed. Prerequisite: INDS3600.

INDS3605 Contract Documents 3 cr.
This course concentrates on establishing a complete set of construction drawings, including as-built plans, demolition plans, elevations, sections, detailed drawings, schedules, and legends. Programming, revisions, submittals, and CSI numbering will be studied. Prerequisites: INDS1306, INDS3300.

INDS3700 Building Systems 3 cr.
This course covers topics such as foundations, wall, floor, and roof construction and materials, electrical plans, and flooring. Prerequisite: INDS1306.

INDS3705 Sustainable Design 3 cr.
This course examines many materials used in the built environment and their sustainability and impact on the environment. LEED guidelines will be examined.
**INDS4001 Capstone Project 3 cr. (Meets requirement of ARTS4001 Capstone for Interior Design students)**

This semester-long, senior-level studio course is the culmination of the student's Bachelor of Arts in Design experience at Becker College. Working under the supervision of a faculty member, each student independently selects a thesis project that includes the research, development, creation and execution of a large-volume, high-quality original body of work created within the student’s area of concentration. Final presentation is to a panel of faculty and industry professionals at the conclusion of the semester. The thesis project content and its execution involves the application of previously learned studio skills and their direct relation to actual business applications. It is intended to simulate the workload and dialogue that occurs in a professional practice between designers and clients. Prerequisites: INDS3600 and INDS3601.

**INDS4100 Lighting 3 cr.**

Electrical plans and reflected ceiling plans are produced for residential and commercial applications. Color and psychological impact are discussed. Prerequisite: INDS1306, INDS3100.

**INDS4400 Advanced Topics in Interior Design 3 cr.**

This course is adapted to fit the needs of interior design students who have special interests in a particular subject. Faculty members will develop the curriculum based on the students’ needs and/or the faculty’s particular interest.

**INDS4530 Professional Practices in Interior Design 3 cr.**

This course examines business practices, ethics, and procedures for interior designers. Emphasis will be placed on many of the business forms used in running a design firm. Letters of agreement, time management, budget proposals, and fee structures will be analyzed. Working with other design professionals, such as architects, contractors, and suppliers, will also be examined. Prerequisite: INDS3600.

**INDS4610 Interior Design Portfolio 3 cr. (Meets requirement of ARTS4100 Design Portfolio for Interior Design students)**

In this course the student, working with a design faculty member, creates and produces his/her own individual portfolio which highlights the student’s competence, knowledge, and proficiency in his/her individual chosen field or area of interest. In addition, the student will work with Becker College’s Career Services office in the development of his/her job search strategy including creating a PPT presentation of their portfolio, using a portfolio as a marketing tool, preparing resumes and cover letters, developing interviewing skills and professional presentation techniques. Prerequisite: 90 credits of completed design course work.

**INDS4900 Interior Design Career Internship 3 cr. (Meets requirement of ARTS4500 Career Internship for Interior Design students)**

In Internship is an opportunity for the student to work with professionals in the field of interior design. Keeping a journal of the daily business procedures along with the creative endeavors in a firm can be greatly beneficial to the student. Prerequisites: INDS3300 and INDS3600.
INFO1001 Technology and Society 3 cr.
The purpose of this course is to develop a higher level of student awareness of the social, legal and ethical issues related to the role of technology in society today. The role that technology plays both personally and professionally will be examined, with a focus on issues related to computer use, such as security, privacy, intellectual property rights, ethics, health, and the environment. A look at emerging technologies and the PC of the future is also included.

INFO1003 Computer Applications 3 cr.
This course is designed to be an introduction to professional business application software in the areas of spreadsheets and databases.

INFO1100 Introduction to Programming – see CPTR1100 Introduction to Programming

INFO1300 Information Systems in Organizations 3 cr.
This course serves as an introduction to the broad field of Information Technology, focusing on three major areas: project management, computer security and informatics and on the management of these technologies to support and achieve strategic organizational goals. Other significant areas of IT management will also be explored. Students will evaluate through discussions and written assignments how each of these areas apply to current and future business decisions. The course will use case-based tutorials in order re-enforce concepts with technology skills in completing realistic assignments. Prerequisites: none

INFO1400 Programming in C++ 3 – see CPTR1400 Programming in C++

INFO2003 Advanced Computer Applications 3 cr.
Students will use the advanced features of spreadsheets and databases in business applications. Prerequisite: INFO1003.

INFO2100 Internet 3 cr.
Study of one of the fastest growing and popular areas in computing today. The purpose of the course is to give a fuller understanding of what the Internet is, how it works, and how the uses of it are changing. Students will cover the history, the terminology, its primary features, and be able to discuss the problems and possible future of this topic. Students will develop their own home page. Prerequisite: INFO 1001.

INFO2300 Data Structures – see CPTR2300 Data Structures

INFO3300 Business Analytics 3 cr.
This course provides an overview of the field of analytics, which has been defined as the extensive use of data, quantitative analysis, exploratory or predictive models, and fact-based management to drive decisions and actions. The development and use of data warehouses and data marts to support business analytics is discussed. The use of key performance indicators, dashboards and scorecards for performance management and opportunity assessment are addressed. Text and web mining are discussed, and the application of selected data mining techniques to business decision making situations is illustrated. Students actively participate in the delivery of this course through application assignments and project presentations. Prerequisites: INFO1003 and MATH 2200.

INFO3600 Networking I – see CPTR3600 Networking I
JOUR2901 Journalism Internship 1 cr.
Students will serve on the Becker Journal staff and be fully involved in producing the student newspaper. They will work in and be evaluated on the basis of the following areas: reporting, interviewing techniques, news writing, editorial writing, editing, journalistic ethics, photo-copy layout, ad creating, and advertising-marketing. This course may be taken multiple times for credit. Prerequisite: ENGL1001 or equivalent.

JPNS1001 Japanese Language I 4 cr.
This course introduces basic grammar, sentence patterns and vocabulary of the Japanese language. In this course the emphasis is on oral skills. The course entails three hours of lecture and two hours of lab. The course is designed for students with no previous knowledge of Japanese.

JPNS1002 Japanese Language II 4 cr.
This course follows up on the work of JPNS 1001 in that students will continue to improve their mastery of grammar, sentence patterns and vocabulary of the Japanese language and will continue to improve their oral skills. Additionally, students will begin to develop their understanding of the Japanese language as well as their reading and writing skills in Japanese. The course entails three hours of lecture and two hours of lab. Prerequisite: JPNS1001.

JUST1100 Criminal Justice System & Process 3 cr.
A survey of the various agencies of justice, from administrative, historical and social viewpoints. Acquaints students with the broad field of criminal justice and provides a foundation for successive, more specialized courses.

JUST1101 Homeland, Private & Public Security 3 cr. (Previously ENFO1101 Homeland, Private & Public Security)
Examines the historical background, organization and administration of private security. Emphasis will be placed on the study of different types of security programs and the relationship between private security agencies and public government agencies.

JUST1105 Juvenile Justice System & Process 3 cr.
A study of the underlying philosophy and the processes used in the juvenile justice system. The course emphasizes the difference between adult and juvenile procedure.

JUST2202 Crisis Intervention in Criminal Justice 3 cr.
A study of the theoretical and practical basis for accurately assessing and responding to crisis situations unique to the criminal justice profession. Subject areas will include domestic violence, child abuse and neglect, and elder abuse. Communication and referral techniques will be covered and emphasized throughout the course.

JUST2203 Corrections, Systems & Process 3 cr. (Previously CORR2203 Community Corrections)
Corrections is a growing and changing component of our criminal justice system. It includes collaboration between the courts, correctional facilities, and community-based alternatives. This course will explore the various corrections systems in the U.S., at Federal, State and local levels, and the process by which they operate. It will include the historical/social background of corrections and the future directions corrections may be headed in.
JUST2204 Victimology & Victim Services 3 cr.
This course examines the foundations and historical background of victimology, the victim’s rights movement and victim’s services. New developments in the field of victim assistance will be examined. Specific subject areas of victimization will be studied, including homicide, rape, and helping the helpers (victims’ service providers). Throughout the course, current literature and documents on victim’s rights and services for the 21st century will be emphasized and studied. Course is especially appropriate for Criminal Justice, Legal Studies, and Psychology majors.

JUST2207 Police and the Community 3 cr. (Previously ENFO2207 Police and the Community)
The function of the police in the community and the interaction between the community and the police will be analyzed. Aspects of police operations and their corresponding influence to the community will be examined and discussed. The relationship of police, media, minority groups, special populations and those in political power will be among the topic areas to be studied. An emphasis on "Community Policing" will be maintained throughout the course. Prerequisite: JUST1100 or permission of the instructor.

JUST2209 Probation and Parole 3 cr. (Previously CORR2209 Probation and Parole)
A survey of correctional systems with regard to the regulations and practices of probation and central presentence investigation, supervision, and release of probationers. The philosophies which influenced parole procedures and treatment of criminals are also studied.

JUST2800 History of Modern Terrorism 3 cr.
This course will look at 19th century through to modern day terror organizations, such as the European Anarchist movement, US abolitionists movement, Irish National Brotherhood. This history provides the foundation for further study of terrorism.

JUST2801 Key Issues in International Terrorism 3 cr.
This course examines the fundamental issues behind terrorism and the current responses to this threat. It explores the concept of terrorism, the types of terrorism and prominent terrorist groups. In addition it evaluates the international measures to curb terrorism and explores the role of business and media sectors in countering terrorist activities. Prerequisite: JUST2800.

JUST2802 Terror Group Aims, Motivations and Beliefs 3 cr.
What motivates terrorists? Understanding the terrorist mind-set is critical to countering terrorism effectively. This course enhances a participant's analytical ability by identifying the various strains of influence within today's terrorist groups and networks. Prerequisite: JUST2800.

JUST3001 Police Administration and Management 3 cr. (Previously ENFO3001 Police Administration and Management)
Students are introduced to the managerial structure and functions of the many levels of police departments. The relationship of police departments to other agencies of law enforcement is also studied. Prerequisite: JUST2207

JUST3100 Threat Assessment and Management 3 cr.
This course will introduce students to the concept of threats, how they are analyzed and assessed, and the techniques and methodologies for managing them. Concepts from a number of disciplines will be covered, with a primary goal of violent prediction and a secondary goal of practical applications of case management. Prerequisites: PSYC1001 and JUST1100.
JUST3200 Criminal Procedure and Evidence 3 cr. (Previously ENFO3200 Criminal Procedure and Evidence)
The relationship to the criminal justice system of the 4th, 5th, and 6th amendments and Supreme Court decisions. The law of arrest, search and seizure, questioning, confessions, entrapment, etc. will be covered from a legal and practical standpoint. A research paper is required.

JUST3801 Terrorist Modus Operandi 3 cr.
This course explores how the ideologies of various terrorist groups can have an impact on group structure, tactics, strategies and target selection. It examines types of terrorist tactics, looking into the role of ideology and the impact of state response on the evolution of terrorist strategies, before considering the possible future trends in terrorist tactics
Prerequisites:  JUST2800, JUST2801, JUST2802.

JUST3802 - Future and emerging trends in terrorism 3 cr.
This course examines the future and emerging trends in terrorism, looking at how state and local terror organizations may impact society in the future. Prerequisite:  JUST3801.

JUST3803 - Cyberterrorism 3 cr.
This course examines the concept of cyberterrorism and provides an introduction to the ways in which terrorists use the Internet and the politics of cybersecurity. It offers simplified explanations of the technology of the Internet and major types of cyberattack, with the aim of assisting students to gain a concrete sense of the issues that are under discussion. Note that the module does not provide a technical grounding in cybersecurity. Prerequisite:  JUST3801 or JUST3802.

JUST3900 Criminal Justice Internship 3 cr.
Students will work within criminal justice agencies, integrating classroom learning with practical experience. In addition, students will meet periodically with the internship coordinator to review their progress, and relate their experiences to broader issues within criminal justice. The e-learning platform, Canvas ©, will also be used to provide discussion and communication with the student. A minimum of 144 hours is required. Prerequisites: Completion of all 1st and 2nd year courses, a GPA of 2.5, and permission of the internship coordinator.

JUST4001 Research in Criminal Justice 3 cr.
The course provides an introduction to the practice of research in criminal justice and criminology. Students learn the logic of scientific inquiry and social research methods as they design a research project. A formal research proposal is presented and defended at the end of the semester. Prerequisites:  SOCI1001 & PSYC1001.

JUST4100 Directed Study in Criminal Justice 3 cr.
Students conduct the research project proposed in JUST4001 - Research in Criminal Justice. A paper, taking the form of a journal article and reporting the results of the research, is presented and defended at the end of the semester. Special attention is given to the project’s relationship to ongoing research and theory building in the fields of criminal justice and criminology. Prerequisite:  JUST4001.

LGLS1100 Introduction to Law 3 cr.
An overview of the legal assistant’s responsibilities, this course surveys legal materials, law office functions, interviewing skills, and familiarizes the student with the psychology of law offices and the preparation and processing of legal documents for civil action in court.
LGLS1103 Real Estate Law 3 cr.
An analysis of real estate transfer, including basic concepts in the ownership of real property, the correlation of real estate and estate law, purchase and sale agreement forms, preparation of sample mortgage and note forms, concepts and practice in calculation of tax adjustments, deed preparation and title examination practice. Prerequisite: LGLS1100.

LGLS1207 Contracts and Uniform Commercial Code 3 cr.
This course will deal extensively with the fundamentals of contract law and how contract law interacts with the Uniform Commercial Code. Students will learn through case studies and application of the principals discussed.

LGLS2102 Criminal Law 3 cr.
Students study the basic concepts of criminal law. The history of law and classification of offenses, sentences, culpability and defenses are included.

LGLS2105 Estates, Trusts and Estate Administration 3 cr.
This course deals with the techniques and procedures involved in the preparation of wills and trusts along with the probating of estates and estate accounting. Students will deal with issues such as estate planning, income, gift and inheritance taxes and other issues associated with the planning and probating of an estate.

LGLS2107 Family Law 3 cr.
This course will deal with the concepts and procedures involved in domestic relations law. Students will study issues such as divorce, separate support, abuse prevention, guardianships, power of attorney, and parental rights.

LGLS2200 Corporation Law 3 cr.
Provides skills in preparation of forms of articles of incorporation, bylaws, minutes, procedures for verifying and reserving corporate name, knowledge of drafting resolutions, such as those affecting the payment of dividends, mergers and consolidations, the termination of a business, and the distribution of its property to creditors and shareholders. Prerequisite: LGLS1100.

LGLS2203 Litigation 3 cr.
The study of a civil proceeding from the service of process to final judgement, to include domestic law, debt collection, and torts. Prerequisite: LGLS1100.

LGLS2205 Legal Aspects of Business 3 cr.
This course is designed to provide a survey of the legal environment from the perspective of professional service and business employment responsibilities. The areas studied include personal injury law, contracts, the Uniform Commercial Code, partnership law, secured transactions, bankruptcy, and property law. The intent of the course is to familiarize students with questions and issues that arise in everyday business life.

LGLS2208 Legal Research Techniques 3 cr.
Stresses the importance of a thorough knowledge of legal terminology and emphasis on legal research and writing. The course will include case studies. Prerequisite: LGLS1100.
LGLS2300 Legal Writing Techniques 3 cr.
A systematic approach to learning legal analysis, organization and writing. Cases are introduced in detail and with concentration on issues, rules, holdings and reasoning. Students develop their writing abilities with specific focus on the preparation of briefs and memoranda and the analysis of legal problems.

LGLS2600 Computer Applications for the Legal Profession 3 cr.
This course provides the student with a foundation of computer concepts and their application in the legal profession.

LGLS2900 Career Internship 3 cr.
Arrangements are made for students to gain practical experience by working within a selected legal environment.

LGLS2909 Cooperative Education for Paralegal Studies 3 cr.
This program places students in work experiences which may include legal offices, real estate, and insurance establishments. A minimum of 144 hours is required. Open to sophomores either fall or spring semester. Prerequisite: 2.5 GPA.

LGLS3001 Advanced Legal Writing and Analysis 3 cr.
Students will engage in extensive appellate writing and research. They will develop a working knowledge of all of the documents associated with appellate practice and the skills necessary for effective appellate brief preparation. Prerequisites: LGLS2300, LGLS2208.

LGLS3200 Topics in Law and Society 3 cr.
This course examines the historical and philosophical origins of the law, the sociological impact of the law, the effects of the law on the political process and public policy, and an analysis of the importance of law within our increasingly pluralistic society.

LGLS3205 Business Law 3 cr.
This course focuses on the practical implications of living in our highly regulated society. Emphasis is on how to protect yourself and your company from possible liability. Topics include Torts, Intellectual Property, Cyber Law and e-Commerce, Contracts, Agency and Legal Reasoning.

LGLS3292 Conflict Resolution 3 cr.
Conflict arises when people working together have different ideas about how to achieve desired objectives. Most conflict can be traced back to element of uncertainty. Negotiation is one of the best ways to manage the risks that result from uncertainty. This course will examine the nature of negotiation as a means of resolving conflict and minimizing risks. The course will explore negotiation skills such as: (1) separate the people from the problem, (2) use objective date, (3) focus on interests, not positions, and, (4) determine mutually acceptable options. The goal of any negotiation process is to arrive to a win-win solution.

LGLS4001 Advanced Civil Litigation 3 cr.
Students will be exposed to the elements of complex litigation with emphasis on the preparation of litigation documents, detailed discovery and a working knowledge of the Federal Rules of Civil Procedure. Prerequisite: LGLS2203.
LGLS4100 Directed Legal Study 3 cr.
This is an independent study which will allow a student to extensively research a topic of the student’s choice. The research paper will involve the application of statutory and common-law sources along with the use of the student’s writing and analytical abilities (senior status).

LIBA4100 Senior Seminar in the Liberal Arts 3 cr.
This capstone course will serve as a culminating academic experience for senior students in Liberal Arts. Students will be expected to demonstrate mastery of research methodology and skills at a level consistent with graduate school expectations. In this semester students will be provided a reading list in six areas of the Humanities: Art, History, Government, Philosophy, Documentary Film, and Literature. Humanities faculty will present lectures in each of these areas; tied into each lecture will be a significant related critical theory as well. Each student will select an area in which he or she wishes to develop a capstone research writing project and will submit a description of such project to the Liberal Arts Advisory Committee for approval.

MATF1001 Foundations of College Mathematics 3 cr. (non-graduation credit)
This foundational math course is designed to provide the student the opportunity to review all basic arithmetic concepts necessary to succeed in other math courses. In addition, the student is taught ways to combat math anxiety that may have hindered success in math in the past.

MATF1002 Math for Health Sciences 3 cr. (non-graduation credit)
The Math for Health Sciences course is designed to provide mastery of the fundamental mathematical concepts related to nursing, which are also germane to the field of veterinary technology. Students will begin with a review of basic mathematical and selected algebraic concepts and progress to application of those skills in nursing and veterinary mathematics. The importance of correct dosage calculations and the ramifications of errors will be emphasized. Material will be presented in a variety of formats similar to those encountered in the practice of nursing and veterinary medicine.

MATH1200 College Algebra 3 cr.
The topics covered include properties of number systems, polynomials, linear and quadratic equations and inequalities, radical equations, absolute value equations, systems of equations and inequalities, graphing and verbal problems. Prerequisite: C or better in MATF1001 or MATF1002, or appropriate placement score. A grade of C or better is required for graduation from the Veterinary Technology program.

MATH1300 Contemporary Topics in Math 3 cr.
Designed for the Liberal Arts and Education majors. Topics will include the following: set theory, logic, numeration systems, number theory, operations with the real numbers, mathematical systems, geometry, counting methods, probability and statistics, consumer mathematics and computer functions. This course does NOT meet the prerequisite requirements for any 2000 level math course.

MATH1301 Contemporary Mathematics for Managers 3 cr.
Review and advance the student’s mathematical abilities so that they are able to work with the most essential mathematical techniques for use in business and other workplace situations. Emphasis is placed on using basic algebraic methods to represent the mathematics inherent in these situations, and in solving simple equations.
MATH2001 Functions and Pre-calculus 3 cr.
This course incorporates algebra, the basics of trigonometry and a review of geometry and will serve as a foundation for the study of physics, biomechanics and exercise physiology. Students will learn to solve algebraic equations and to apply them to word problems dealing with time, rate and distance. Students will also study logarithmic and exponential functions, tangents, cosine and sine, vectors, forces. Prerequisite: C or better in MATH1200 or appropriate placement score.

MATH2105 Finite Math 3 cr.
This intermediate level mathematics course includes an introduction to logic, sets and counting, functions, matrix theory, linear systems, linear programming, game theory, and an introduction to probability. With a focus on quantitative reasoning, the students’ ability to interpret mathematical models such as formulas, graphs, tables, and schematics is developed, as well as the ability to draw inferences from them. The representation of mathematical information in various formats is developed, as is the ability to use formal logical theorems and mathematical methods to solve problems, determine reasonableness, identify alternatives, and select optimal results. Prerequisite: C or better in MATH1200 or appropriate placement.

MATH2200 Statistics 3 cr.
An introductory course for students having backgrounds limited to precalculus mathematics. Areas treated are statistical methods, sampling, probability, frequency distributions, estimations, correlation and tests of significance. Prerequisite: C or better in MATH1200 or appropriate placement score.

MATH2202 Calculus 3 cr.
Designed for students entering the fields of business and economics. Topics include algebra review, functions, mathematical modeling, limits and continuity, differentiation, the chain rule, application of the derivative for: maximum and minimum in profit inventory costs and production, elasticity for demand, the antiderivative and integration. Prerequisite: MATH2001 Precalculus or appropriate placement score.

MATH3700 Quantitative Methods in Management 3 cr.
Quantitative procedures used to study underlying structure of decision-making problems in business and industry. Topics include linear programming, simulation, project management and inventory control as well as limitations of the management science methodology. Prerequisites: MATH1200 and MATH2200.

MGMT1000 Introduction to Business 3 cr.
This course is about principles of the business sector of our society. Students are exposed to the areas of business and its environment, legal forms of business ownership and operations of business. Emphasis is on the interrelationships of managing human resources, marketing, production, financing, and control aspects of business. Business-government relations, small business management and franchising and career opportunities in the field of business are explored.

MGMT1805 Introduction to Project Management 3 cr.
This class focuses on the factors necessary for successful project management. Topics include project management concepts, needs identification, the project manager, teams, project organizations, project communications, project planning, scheduling, control and cost performance.
MGMT2200 Principles of Management and Leadership 3 cr.
This course sets forth the basic functions of management and the role of a manager from an operational as well as from an environmental viewpoint. Guiding principles and practices which increase management effectiveness are analyzed.

MGMT2300 Portfolio Class (Required to open a Portfolio) 2 cr.
Taking a step back and analyzing who you are and what makes you tick are the main focuses of the Portfolio class. Why do you do the things that you do; think the things that you think; feel the ways that you feel? How have you become the person that you are today? The Portfolio class meets for ½ day on Saturday and concentrates on analysis of prior life experience necessary for the development of the portfolio and the creation of your autobiography. Students will also learn how to document professional training and develop experiential learning essays using the Kolb Model. Students will have eight weeks after the class to complete their autobiographies and portfolios.

MGMT2500 Small Business Management 3 cr.
This course is about the principles and practices necessary to the formulation of a small business. Sole proprietorships, partnerships, and small corporations are considered. Aspects of insurance, inventory funding, employee relationships, and legal matters are studied.

MGMT2505 Small Business Entrepreneurship 3 cr.
This course will allow students to understand and evaluate small businesses from potential ownership perspective. Topics include starting vs. buying a small business, developing a business plan, financial aspects of the business, legal and licensing requirements, franchises as alternative, and revenue/value creation.

MGMT2606 The Business of Screenwriting 3 cr.
This course will discuss the business of screenwriting, from how to market yourself to networking in the industry. The course will be taught by current industry professionals, ranging from writers, talent managers, and film producers. Prerequisites: ENGL2604, ENGL2605.

MGMT2801 Fundamentals of Farm and Stable Management – see EQST2801
Fundamentals of Farm and Stable Management

MGMT2805 Project Planning & Control 3 cr.
This class focuses on a holistic approach to project management from a cross-functional viewpoint. The content deals with planning, scheduling, organizing, and controlling projects—for example, product development, construction, information systems, new businesses, and special events. The course includes major topics of Strategy, Priorities, Organization, Project Tools, and Leadership. Primary class emphasis is on the project management process and tools. Project management is becoming more important in today’s world. Mastery of key tools and concepts could give the student a significant competitive advantage in the marketplace. Prerequisite: MGMT1805.

MGMT2900 Career Internship 3 cr.
Arrangements are made for students to gain practical experience by working with managerial personnel in selected businesses.
MGMT3100 International Business 3 cr.
A broad-based introduction to management within the framework of international competition. The concept of international business is addressed as a global economic entity. Students deal with strategies, problems, and opportunities faced by businesses engaged in international operations. Prerequisite: MGMT2200.

MGMT3190 Communications Strategies & Techniques for Managers 4 cr.
Students practice and analyze workplace communications while improving such skills as writing, presenting, participating in meetings, and listening. The role of manager in the flow of organizational communications and the ways in which thought and communications augment each other are key themes. The writing process, construction of logical arguments, analysis of audience, and one's own communication objectives are addressed within the context of communication strategies that fulfill career and organizational objectives. This course develops students' understanding of and appreciation for their individual learning styles. Students are introduced to the concept of lifelong learning and create their own options for lifelong learning.

MGMT3200 Financial Management 3 cr.
This course is designed to provide an understanding of financial functions in firms and the responsibilities of the financial manager. Financial concepts and tools for use in effective financial decision making and problem solving are also explored. Prerequisite: ACCT1002.

MGMT3205 Organizational Behavior 3 cr.
This course surveys current theory and practice of psychology applied to industrial and organizational settings. Topics include work motivation, employee attitude assessment, leadership, stress in the workplace, and performance appraisal. Emphasis is placed on the work environment at all levels.

MGMT3290 Human Behavior in Organizations 3 cr.
The focus of this course is a study of organizational theory and applications. This course uses concepts from social behavioral sciences to introduce and analyze organizational change in business and public organizations.

MGMT3300 Contemporary Economics 3 cr.
This course involves a study in the U.S. economic system, including supply and demand, markets and competition, prediction and costs, and money and banking. This course also looks at current economic policies and the effects on the individual, the firm, organizations, and the nation.

MGMT3400 Human Resource Management 3 cr.
An analysis and examination of the human resource management functions. Theories and concepts leading to the effective utilization of human resources in organizations will include manpower planning, recruiting, selection and employment, training, promotion, compensation and discipline. Case studies will focus on problems associated with human resource applications in actual organizations. Prerequisite: MGMT2200, or MGMT3490 for Accelerated Program students.
MGMT3490 Accounting for Managers 3 cr.
This course explores accounting from the perspective of the users of accounting information in management decision making. Students will gain insight into the role that accounting and accounting information play in modern organizations. Emphasis will be placed on accounting principles, concepts, and methodologies as they relate to information critical to evaluating and organization’s performance and strategic alternatives.

MGMT3500 Finance for Managers 3 cr.
This course, designed for the non-financial professional, provides students with a broad overview of financial concepts and applications utilized in management decisions. An overview of investment policies is given. Focus is placed on the financial components of business activity with the goal of increasing financial reasoning skills as they apply to the total organization.

MGMT3600 Management Decision Making and Problem Solving 3 cr.
This course examines the structure of problems, the approaches to problem solving, and the thought processes that managers use to define problems and reach decisions. In the study of problem solving and managerial decision-making, students recognize their own decision-making style. Prerequisite: PSYC1001 or SOCI1001.

MGMT3705 Business Ethics & Social Responsibility 3 cr.
Ethics are guides to “right” actions & behaviors. In this course the nature of ethics, concepts and alternatives to ethics, corporate social responsibility, employer/employee relationships, business practices, and professional ethics will be examined. The course draws on your job and personal experience while examining these topic areas.

MGMT3800 Management Information Systems 3 cr.
This course is designed to provide a foundation for integrated decision making across functional areas of an organization. Developing and using information systems to support operational, tactical and strategic decision making in organizations is also explored. Prerequisite: MGMT2200.

MGMT3805 Project Team Management 3 cr.
The course surveys the many issues involved in creating and leading a project team. Topics will include group process, team leadership skills, barriers to teamwork, the particular nature of project teams, and the importance of teamwork in project management. Students will consider the nature and types of teams required in their action project. Prerequisite: MGMT2805.

MGMT3806 – Influence, Decision Making and Problem Solving in Project Management 3 cr.
This course examines how project managers can use ethical influence techniques to achieve successful project outcomes. Looks at how groups and individuals approach decision making and problem solving under pressure. This also involves the examination of the reasons groups and individuals make suboptimal decisions, but continue to support these decisions even in the face of contradictory evidence. The class will also examine tools the project manager can use to help teams reach better decision outcomes. Prerequisite: MGMT3805.
MGMT3890 Managing Diversity in the Changing Workplace 3 cr.
The increasing diversity of the American workforce and expanding economic interdependence among nations requires that managers deal creatively with the cultural dimensions of management. The course will employ readings and experiential learning to explore and articulate perceptions of difference in order to increase management effectiveness.

MGMT3950 Junior Seminar 3 cr.
Students will integrate their knowledge developed so far, and extend that learning, through a business simulation; writing an essay on a major issue, such as whether globalization presents more opportunities than problems, or vice versa, and explaining either how the opportunities may become problems or how the problems may be mitigated; writing and presenting a piece of business fiction or a business play that is designed to highlight issues and practices in business; and working on developing their personal learning portfolio (to be further refined in senior seminar). Prerequisites: ACCT1002, ECON2001, MGMT2200, MKTG2104, and junior standing.

MGMT3960 Budget & Performance Measurement 3 cr.
This course covers the purposes of, and techniques for, budgeting, including but not limited to developing forecasts; creating revenue, expenses, cash, and capital budgets; analyzing capital investments project proposals; and establishing budget policies, reporting procedures, and controls. Students will also identify common pitfalls, and techniques for avoiding them, when developing and managing budgets, including but not limited to techniques like The Balanced Scorecard and assessment tools applied to revenue and balance sheet outcomes. Prerequisite: MGMT3200.

MGMT4000 Business Research Methods 3 cr.
This course teaches students skills and techniques for conducting, writing, and evaluating research projects. Coursework focuses on problem definitions, research planning, instrument design, data collections, and sampling techniques.

MGMT4100 Business Policy and Strategy 3 cr.
This is a capstone course in which students will develop their managerial skills through the analysis of problems in various-sized businesses. This course integrates the knowledge that students have gained in accounting, economics, finance, management, and marketing. Students will do a business simulation and will write a business plan. They will analyze real companies, identify problems, and formulate a course of action that aligns with, and supports, a company’s strategy. Prerequisites: 54 credits earned and MGMT2200, MGMT3200, and MKTG2104.

MGMT4105 Project Management: Tools & Techniques 4 cr.
All organizations can benefit by focusing their efforts on improving customer satisfaction and expense control. The Project Management: Tools and Techniques course will help you develop these skills. The course covers: Defining Needs and Opportunities; The Project Management Process and its Benefits; Scheduling Work Activities; Project Management Software; Time/Cost Trade-Offs; Resource Planning; Cost Forecasting and Control; and Team Development and Effectiveness.

MGMT4190 Statistical Techniques for Managers 3 cr.
The course provides an overview of basic data analysis and descriptive statistical methods useful in making business and organizational decisions. Presents statistical techniques to help students better understand research reports, business plans, and financial and marketing data.
MGMT4195 Leadership, Communication and Change 3 cr.
This course is designed to enable individuals to work in diverse situations as members of a team and as leaders of a team - to 1) identify, share, and apply effective communication strategies, which include corporate vision, strategies, values, principles, and plans; 2) prepare messages to guide and motivate employees, 3) negotiate human resource issues, contracts, and managerial strategies. Prerequisite: MGMT2200.

MGMT4200 Training and Development 3 cr.
A systematic approach to training and development. Topics will include needs assessment and design of the learning environment, training methods, the link between training and development, and a company's strategic direction. Current development issues include cross-culture preparation, managing workforce diversity and succession planning. Prerequisite: MGMT2200.

MGMT4201 Compensation and Benefits 3 cr.
Examines the decisions that go into paying employees; the concepts and research underlying those decisions; the alternative techniques used to help make decisions; and the objectives obtained. Topics include job evaluation, pay determination, employee benefits, government regulations, and current trends. Prerequisite: MGMT2200.

MGMT4300 Managing in the Global Economy 3 cr.
This course examines how global enterprises operate by addressing the impact of economic, political, social, natural environment, ethics, and technology on corporate strategies, operations, and efficiencies. In addition, the course delves into the effect that globalization has on career paths.

MGMT4400 Current Issues in Strategic Planning 3 cr.
The course focuses on strategic thinking to help organizations plan for the future. The course examines modern concepts of strategic planning, especially in terms of increasing environmental and organizational complexity.

MGMT4600 Capstone: Becoming a Reflective Practitioner 3 cr.
In this course, students synthesize learning from all the Required Courses. They apply content knowledge from the various disciplines to real-world organizational situations. Also, they reflect on the skills developed during the program and the future direction of their professional lives.

MGMT4805 Project Management Capstone 3 cr.
This course involves the application of learning to projects and/or issues currently at play within individual student's industries and/or organizations. Actual projects currently being developed in student's workplaces can be used, or students can create their own projects based on current trends and challenges within their industry or organization. Prerequisites: MGMT3805 and MGMT3806.

MGMT4900 Career Internship 3 cr.
This course integrates classroom studies with practical experience. Supervised work experience in management or human resources. Twelve hours per week for twelve weeks (minimum). Prerequisites: 2.0 GPA and permission from advisor.
MGMT4950 Senior Seminar - Students who need this course should take MGMT3205 Organizational Behavior
Senior seminar meets to hear visiting business leaders discuss business strategy, interviewing skills, and professional advancement. Students also focus on refining and expanding their personal learning portfolios, a topic broached in MGMT 1000 and re-emphasized in every subsequent business course (e.g., students will present work as Word documents, including original submissions and later reflective pieces, which they will be reminded to hold on to; and students will be given access to a College computer drive where they can submit these works while maintaining their privacy). A third element of this seminar will be the creation and presentation of a viable business plan, representing an entrepreneurial opportunity for the student or for another person or team. Prerequisites: MGMT3950, MGMT3600, and senior standing.

MKTG2101 Advertising 3 cr.
This course studies advertising as a tool of business: its functions, how to write and display it, where to publish it, the operating side from the standpoint of agencies, media, campaigns, and the testing of results.

MKTG2104 Principles of Marketing 3 cr.
This course is designed to be a concentrated study of the marketing of consumer and industrial products on the retail, wholesale, and manufactory levels. Marketing functions are defined and described along with an analysis of the various marketing processes. Classroom work includes a study of related case materials.

MKTG3001 Marketing Management 3 cr.
In this course, students solve marketing problems from a management point of view. Emphasis is on analyzing marketing situations, identifying problems, determining solutions, implementing corrective action, and planning strategy. The student learns how the marketing management functions are applied to produce an effective marketing program. The case study method is applied. Prerequisite: MKTG2104.

MKTG3005 Consumer Behavior 3 cr.
An analysis of marketplace and consumer behavior as determined by characteristics of age, sex, geographic location, income levels, educational background, etc. Examines the uses of test marketing and its relation to decision making. Prerequisite: MKTG2104.

MKTG3105 Global Marketing 3 cr.
Global Marketing focuses on the international/cultural approach to international marketing and trade, the competitive environment, and culture and its impact on human behavior. In addition, adult learners gain perspectives relative to global opportunities and trends in marketing, trade agreements, and how to develop global strategies. The “Four P’s” of product, price, place, and promotion receive thorough review, as seen from a global perspective. Emphasis is placed throughout the courses on culture and how to weave marketing strategies within the world-wide environment while, at the same time, being sensitive to the cultural nuances within various international markets.

MKTG3300 Principles of Sales 3 cr.
This course will offer an opportunity to develop proper selling techniques. The elements of a sale are explored and developed to the point where students are able to evaluate sales presentations. Prerequisite: MKTG2104.
MKTG4001 Marketing Research 3 cr.
This course involves the collection, analysis, interpretation, and evaluation of data for use in
the marketing management process. Modern research techniques are studied. Prerequisite:
MKTG2104.

MKTG4105 International Marketing 3 cr.
Students will apply the fundamental principles of marketing to the international arena. They
will examine culture, history, geography, religion, economics, and business climate in terms
of their impact on the marketing process. They will learn how marketing strategies and
promotional messages are context-specific, and how both multinational and global marketing
strategies can be effective depending on the target market and the characteristics of a
company’s products and services. Case studies and current events will provide an
opportunity to put the course material into practice. Prerequisite: MKTG2104

MKTG4200 Retail Marketing 3 cr.
An overview of retail marketing at the operational level. This course considers problems of
store location and layout, buying, reviewing inventory and stock control, pricing,
merchandising and promotion. Prerequisite: MKTG2104.

MKTG4300 Marketing Seminar 3 cr.
An advanced discussion of marketing principles, this course studies new trends in marketing
research, techniques, strategy and evaluation of success and failure. Prerequisite:
MKTG2104.

MKTG4400 Advanced Topics in Marketing 3 cr.
Courses offered under the designation Advanced Topics may represent emerging issues or
specialized content not represented in the curriculum. Each advanced topics course has a
course description which is archived at http://www.becker.edu/academics/course-descriptions/special-topics-courses. Student may take course multiple times to earn credit
for a different topic. Prerequisite: MKTG2104

NURS1103 Essentials of Health Assessment and Promotion 3 cr.
Health Assessment and Promotion provides the student with the knowledge and skills
required for obtaining a comprehensive health history and performing a physical,
psychological, sociocultural, developmental and spiritual assessment on adult and geriatric
patients. Emphasis is placed on health promotion, identification of normal/anticipated
findings, common variations, beginning skill acquisition, and documentation of collected data.
Students are required to pass the didactic and lab components of this course. A minimum
grade of C+ or better is required to continue in the nursing program. Corequisites:
NURS1104, BIOL2503, ENGL1001.

NURS1104 Fundamentals of Nursing 4 cr.
Fundamentals of Nursing introduces students to the basic nursing concepts, scientific
principles, and nursing skills necessary to meet health care needs common to all patients.
Using the nursing process and the core competencies necessary for safe and effective
contemporary nursing practice across the life span (Patient Centered Care, Teamwork and
Collaboration, Evidence-Based Practice, Quality Improvement, Safety, Informatics and
Technology, Professionalism, Leadership, System-Based Practice, and Communication) students acquire the knowledge and skills essential to promoting optimal wellness in the
adult and geriatric patient’s physiological, psychological, socio-cultural, developmental, and
spiritual dimensions of health. The college lab and clinical practicum experiences afford the
student opportunities to apply and refine acquired nursing knowledge and skills. Students
are expected to achieve a minimum grade of 85% or higher on the math competency exam
prior to clinical assignments. The student is given three attempts to pass this competency. Students are required to achieve a minimum benchmark score of Level 1 on the ATI RN Fundamentals of Nursing proctored exam. Students will have only two attempts to achieve the required minimum benchmark score. Students are required to pass the didactic, college lab, and clinical practicum components of this course. A minimum grade of C+ or better is required to continue in the nursing program. Corequisites NURS1103, BIOL2503, ENGL1001.

NURS1105 Nursing II 10 cr.
Nursing II builds upon the knowledge and skills acquired in the previous nursing courses (NURS1103 and NURS1104). Students apply the nursing process and the core competencies necessary for safe and effective contemporary nursing practice across the life span (Patient Centered Care, Teamwork and Collaboration, Evidenced-Based Practice, Quality Improvement, Safety, Informatics and Technology, Professionalism, Leadership, System-Based Practice, and Communication) to the care of adult medical-surgical patients. The effect of illness on patients' dimensions of health is considered, as students refine their ability to provide prioritized care to adult medical-surgical patients. Pharmacological and nutritional principles are integrated throughout the course. The college lab and clinical practicum experiences afford the student with opportunities to apply and refine acquired nursing knowledge and skills. Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. The student is given three attempts to pass this competency. Students are required to pass the didactic, college lab, and clinical practicum components of this course. A C+ or better is required to continue in the Nursing program. Prerequisites: C+ or better in NURS1103, NURS1104, and C or better in BIOL2503. Corequisites: BIOL2502, BIOL2504.

NURS1200 Introduction to the Profession of Nursing 3 cr.
This course provides the history of nursing and the development of nursing knowledge. This course explores the values and competencies expected of the baccalaureate level student. The course also focuses on selected philosophical and theoretical principles in nursing practice and ethical and legal dimensions. These principles may be applied to an array of nurse practice settings and disciplines. A grade of C+ or better in this course is required to continue in the nursing program. Prerequisites: CHEM1001, BIOL2503, BIOL2504 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001. See Pre-licensure BSN requirements for admission into the Year 2, Semester 2 nursing courses. Corequisites: BIOL2502, EXC3105, and NURS1200.

NURS2103 Health Assessment and Promotion Across the Lifespan 3 cr.
Health Assessment and Promotion provides the student with the knowledge and skills required for obtaining a comprehensive health history and performing a physical, psychological, sociocultural, developmental and spiritual assessment on individual adults and families across the lifespan. Emphasis is placed on health promotion, identification of normal/anticipated findings, common variations, beginning skill acquisition, and documentation of collected data. Students are required to pass the didactic and lab components of this course. A minimum grade of C+ or better is required to continue in the nursing program. Open to nursing majors only. Students in the Bachelor’s degree nursing program will be required to have the following courses as a prerequisite to beginning the clinical component: CHEM1001, BIOL2503, BIOL2504, BIOL2502 all with a C or better; MATH1200, MATH2200, INFO1001, EXSC3105, NURS1200, NURS3002. Corequisites: NURS3003, NURS2400, NURS3200.
NURS2201 Nursing III 10 cr.
Nursing III is designed to further build upon the nursing knowledge and skills acquired in the preceding nursing courses (NURS1103, NURS1104, and NURS1105). Students refine their ability to use the nursing process and the core competencies necessary for safe and effective contemporary nursing practice across the life span (Patient Centered Care, Teamwork and Collaboration, Evidenced-Based Practice, Quality Improvement, Safety, Informatics and Technology, Professionalism, Leadership, System-Based Practice, and Communication) to plan and prioritize care for adult and pediatric patients with medical-surgical conditions of increased complexity. The effect of significant illness on the adult and pediatric patient’s dimensions of health is considered with greater intensity. Pharmacological and nutritional principles are integrated throughout the course. During the associated college lab and clinical practicum experiences students have the opportunity to apply and refine acquired nursing knowledge and skills. Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. The student is given three attempts to pass this competency. Students are required to achieve a minimum benchmark score of Level 2 on the ATI RN Adult Medical-Surgical Nursing proctored exam. Students will have only two attempts to achieve the required minimum benchmark score of Level 2 on this exam. Students are required to pass the theoretical, college lab, and clinical experience portions of this course. A grade of C+ or better is required to continue in the nursing program. Prerequisites: C+ or better in NURS1105; C or better in BIOL2502, BIOL2504, and in BIOL 2503. Corequisites: PSYC1107, PSYC1001, INFO1001.

NURS2202 Nursing IV 10 cr.
Nursing IV builds upon the knowledge and skills acquired in the previous nursing courses (NURS1103, NURS1104, NURS1105, and NURS2201). Students further refine their ability to use the nursing process, the dimensions of health, and the core competencies necessary for safe and effective contemporary nursing practice across the life span (Patient Centered Care, Teamwork and Collaboration, Evidenced-Based Practice, Quality Improvement, Safety, Informatics and Technology, Professionalism, Leadership, System-Based Practice, and Communication) to plan, implement and prioritize care for childbearing families, neonates, psychiatric/mental health patients, and medical-surgical patients with complex health needs in a variety of care settings. The principles associated with the management of patient care are broadened to include principles of delegation and organization of care for a group of patients. Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. The student is given three attempts to pass this competency. Students are required to achieve a minimum benchmark score of 70% on the ATI RN Comprehensive Predictor proctored exam. Students will have only two attempts to achieve the required minimum benchmark score of 70% on this exam. Students are required to pass both the classroom and clinical components of this course. A grade of C+ or better is required in both NURS2202 and NURS2205 to be eligible to graduate from the Nursing Program. Prerequisites: C+ or better in NURS 2201. C or better in BIOL2502, BIOL2504, and in BIOL 2503. Corequisite: NURS2205.

NURS2205 Seminar in Nursing 2 cr.
The role of the registered nurse upon entry into practice in the contemporary health care system is explored. The student considers the total development of the nurse to meet the role requirements and responsibilities. Personal, ethical, and legal aspects of nursing care are discussed along with issues and trends in nursing practice. A grade of C+ or better is required in both NURS2205 and NURS2202 to be eligible to graduate from the Nursing Program. Prerequisites: C+ or better in NURS2201. Corequisite: NURS2202.
NURS2400 Principles of Nursing Care 6 cr.
This course introduces students to basic nursing concepts, scientific principles, and nursing skills necessary to meet the health care needs common to all patients. Students acquire the knowledge and skills necessary to promote optimal wellness in the adult and older adult patients’ physiological, psychological, sociocultural, developmental, and spiritual dimensions. The college lab and clinical practicum experiences afford the student with opportunities to apply and refine acquired nursing skills.
Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. Remediation is prescribed for the student failing the initial exam. The student is given three attempts to pass this competency.
Students are required to achieve a minimum benchmark score of Level 1 on the ATI RN Fundamentals of Nursing proctored exam. Students will have only two attempts to achieve the required minimum benchmark score. Students are required to pass the didactic, college lab, and clinical practicum components of this course. To progress in the nursing program, a grade of C+ or better is required in this course. Prerequisites: Only offered for students enrolled in the prelicensure Bachelor of Science in nursing program. CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS1200, and NURS3002. Corequisites NURS2103, NURS3000, and NURS3200.

NOTE: Admission to this course and the third year of the nursing program is determined through a selective admissions process. See admissions information for further details.

NURS3000 Introduction to Pharmacokinetics in Nursing 3 cr.
This course will introduce the students to pharmacology and its therapeutic effects on patients. Content will include the principles of pathophysiology and pharmacology in the treatment of specific diseases. Generic and trade names, indications, contraindications, precautions, adverse reactions, drug interactions, dosage, and administration will be discussed. The role of pharmaceutical agents in the prevention, treatment, and management of disease states will be discussed. Drug effects on age-specific patient populations and documentation requirements will be reinforced. To progress in the nursing program, a grade of C+ or better is required in this course. Prerequisites: Only offered for students enrolled in the prelicensure Bachelor of Science in nursing program. CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS1200, and NURS3002. Corequisites NURS2103, NURS2400, and NURS3200.

NOTE: Admission to this course and the third year of the nursing program is determined through a selective admissions process. See admissions information for further details.

NURS3001 Philosophical and Theoretical Foundations in Nursing Practice 3 cr.
This course provides the history of nursing and the development of nursing knowledge. This course explores the values and competencies expected of the baccalaureate level student. The course also focuses on selected philosophical and theoretical principles in nursing practice. These foundations may be applied to an array of nurse practice settings and disciplines. The RN to BSN student must achieve a final course grade of C+ or higher to progress. Open only to students enrolled in the RN to BSN program.
NURS3002 Complementary Alternative Modalities  3 cr.
This course introduces the student to the use of complementary and alternative modalities (CAM) including holistic theory and the various techniques available for interventions with patients in the health care system. Emphasis will be placed on the emerging field of complementary/alternative modalities (CAM). The legal, ethical, and professional implications for the nurse related to CAM will be discussed. Open to students in the Bachelor of Science in Nursing (Prelicensure) and RN to BSN nursing programs only. A grade of C+ or better in this course is required to continue in the nursing program.

Prerequisites: Prelicensure Bachelor of Science in Nursing: CHEM1001, BIOL2503, BIOL2504 with a C or better in all prerequisite science courses, MATH1200, MATH2200 INFO1001. See Pre-licensure BSN requirements for admission into the Year 2, Semester 2 nursing courses. Corequisites: BIOL2502, EXC3105, and NURS1200. RN to BSN Program, admission to the RN to BSN nursing program.

NURS3003 Pharmacokinetics in Nursing Practice  3 cr.
This course will enhance the nurse’s knowledge of pharmacology and its therapeutic effects on patients. Content will present the principles of pathophysiology and pharmacology in the treatment of specific diseases. Generic and trade names, indications, contraindications, precautions, adverse reactions, drug interactions, dosage, and administration will be discussed. The role of pharmaceutical agents in the prevention, treatment, and management of disease states will be discussed. Drug effects on age-specific patient populations and documentation requirements will be reinforced. The RN to BSN student must achieve a final course grade of C+ or higher to progress. Open only to students enrolled in the RN to BSN program.

NURS3100 Research in Nursing  3 cr.
This course provides the baccalaureate nursing student with an appreciation of the components of the research process. Emphasis is placed upon the research process, research designs, reading and critiquing research, and research utilization in clinical practice. Through the development, implementation, and presentation of an individual research project the student gains an appreciation of research as the foundation for evidence-based practice. Open to students in the Bachelor of Science in Nursing (Prelicensure) and RN to BSN nursing programs only. A grade of C+ or better in this course is required to continue in the nursing program.

Students in the Bachelor of Science in Nursing (Prelicensure) degree program will be required to have the following courses as a prerequisite: CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200 (with a final course grade of C or higher), INFO1001, EXSC3105, NURS3002, NURS1200, NURS2103, NURS3003, NURS2400, and NURS3200. Corequisites: NURS3300 Medical Surgical Nursing I, and NURS3400 Maternal Child Nursing.

Students in the RN-BSN program may take this course following successful completion of NURS3001, NURS3002, NURS3101, and NURS3003. Successful completion of MATH2200 with a final course grade of C or higher is a required prerequisite course.
NURS3101 Health and Physical Assessment of Individuals and Families  4 cr. (3 hour lecture and 1 hour lab weekly)
This course provides the opportunity to apply nursing theoretical principles to the implementation phase of a holistic physical and health assessment. The course will include patients as individuals groups, and will explore normal as well as abnormal findings. Emphasis is on assessment, competent technical skills in examination, critical analysis and implications of abnormal findings, and health promotion. Methods for group assessment, intervention, and evaluation are included. The RN to BSN student must achieve a final course grade of C+ or higher to progress in the nursing program. Open only to students enrolled in the RN to BSN program.

NURS3102 Business in Nursing  3 cr.
This course explores the theoretical basis of effective nursing management and leadership. Effective skills of nurse leaders/managers in practice settings are analyzed and discussed. Selected current issues and trends in management/leadership and nursing are integrated into the course content. Participation with a nurse in a leadership or management position will allow the student an opportunity to analyze the application of leadership principles. The student must achieve a final course grade of C+ or higher to progress in the RN to BSN program. Open only to students enrolled in the RN to BSN program.

NURS3200 Technology and Nursing Informatics 3 cr.
Technology and Nursing Informatics will provide a foundation for the synthesis of technology into the role of nursing practice. The course will focus on exploring the various technologies and their utilization within the confines of system resources to meet patient and nursing care needs. Open to students in the Bachelor of Science in Nursing (Prelicensure) and RN to BSN nursing programs only. Students are required to receive a grade of C+ or better in this course to continue in the nursing program. Students in the Bachelor of Science in Nursing (Prelicensure) degree program will be required to have the following courses as a prerequisite: CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH220, INFO1001, EXSC3105, NURS1200, and NURS3302. Corequisites: NURS2103, NURS2400, and NURS3000. Students in the RN-BSN program may take this course following successful completion of all NURS3000 courses with a grade of C+ or better.

NURS3300 Medical Surgical Nursing I 6 cr.
This course focuses on the care of selected patients experiencing common illnesses. The care of the adult medical-surgical patient is viewed from the perspective of building on the core competencies (Patient Centered Care, Teamwork and Collaboration, Evidenced-Based Practice, Quality Improvement, Safety, Informatics and Technology, Professionalism, Leadership, System-Based Practice, and Communication). The physiological, psychological, sociocultural, developmental, and spiritual dimensions of health are considered in prioritizing and implementing nursing interventions to promote patient stability. Pharmacological and nutritional principles are integrated throughout the course. The classroom, college lab, and clinical learning experiences within this nursing course build upon previously acquired knowledge and skills.

Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. Remediation is prescribed for the student failing the initial exam. The student is given three attempts to pass this competency. Students are required to pass the didactic, college lab, and clinical practicum components of this course. A grade of C+ or better is required to continue in the nursing program.

Prerequisites: Open only to students enrolled in the prelicensure BSN program. CHEM1001,
BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS1200, NURS3002, NURS2103, NURS2400, NURS3300, and NURS3200. Corequisites: NURS3100. NURS3400 Maternal-Child Nursing will be taken the same semester (Year 3, Semester 2), as assigned either prior to or after completing NURS3300 Medical Surgical Nursing 1.

NURS3305 Medical Surgical Nursing II 6 cr.
This course focuses on the care of selected patients experiencing increasingly complex medical-surgical conditions. The physiological, psychological, sociocultural, developmental, and spiritual dimensions of health are considered in prioritizing and implementing nursing interventions to promote health and well-being for adult patients with increasingly complex medical-surgical conditions. The nursing program core competencies, critical reasoning and application of best current evidence to clinical practice will be stressed. Pharmacological and nutritional principles are integrated throughout the course. The classroom, college lab, and clinical learning experiences within this nursing course build upon previously acquired knowledge and skills.

Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. Remediation is prescribed for the student failing the initial exam. The student is given three attempts to pass this competency. Students are required to pass the didactic, college lab, and clinical practicum components of this course. A grade of C+ or better is required to continue in the nursing program.
Prerequisites: Open only to students enrolled in the prelicensure BSN program. CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS3002, NURS2103, NURS2400, NURS3003, NURS3200, NURS3300, NURS3400, and NURS3100. Corequisites: NURS3600, NURS4403, and an open elective course.

NURS3400 Maternal and Child Nursing 6 cr.
This course focuses on the nursing needs of childbearing women and children from conception through adolescence. The physiological, psychological, sociocultural, developmental, and spiritual dimensions of health are considered in prioritizing and implementing nursing interventions to promote health and well-being for perinatal, neonatal, and pediatric patients and family members. Critical reasoning and application of best current evidence to clinical practice will be stressed. Pharmacological and nutritional principles are integrated throughout the course. The classroom, college lab, and clinical learning experiences within this nursing course build upon previously acquired knowledge and skills.

A grade of C+ or better is required to continue in the nursing program. Prerequisites: Open only to students enrolled in the prelicensure BSN program. CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS1200, NURS3002, NURS2103, NURS2400, NURS3303, and NURS3200. Corequisites: NURS3100. NURS3300 Medical Surgical Nursing 1 will be taken the same semester (Year 3, Semester 2), as assigned either prior to or after completing NURS3400 Maternal Child Nursing.
NURS3600 Community Health Nursing 4 cr.
This course applies the nursing program core concepts and dimensions of health to the care of individuals, families, and groups from a community health perspective. Emphasis is placed on the nurse’s role in healthcare systems to meet the health care needs of a global society. Practice issues which include health promotion, risk reduction, disease prevention, wellness, cultural issues, and healthcare technology systems in the community setting are discussed. A grade of C+ or better is required to continue in the nursing program. Prerequisites: Open only to students enrolled in the prelicensure BSN program. CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS3002, NURS2103, NURS2400, NURS3003, NURS3200, NURS3300, NURS3400, and NURS3100. Corequisites: NURS3305 NURS4403, and an open elective course.

NURS4001 Nursing in a Global Society 3 cr.
This course focuses on the nurse’s role in healthcare systems to meet the needs of a global society. Practice issues which include health promotion, risk reduction, disease prevention, wellness, cultural issues, and healthcare technology systems in the community setting are discussed. Open only to students enrolled in the RN-BSN program. The RN to BSN student must achieve a final course grade of C+ or higher to progress. Prerequisites: Completion of all NURS3000 courses with a grade of C+ or better. Co-requisite: NURS4002.

NURS4002 Independent Practicum I 3 cr. (1 hour meeting weekly conference with class and a total of 30 hours of clinical during the course)
During this course the student will experience an independent practicum to develop his/her role as a baccalaureate nurse practicing in a community healthcare setting. An array of community healthcare settings and disciplines may be utilized for the clinical practicum. To facilitate the achievement of defined course learning outcomes the student is required to develop personal goals and objectives for the community nursing practicum experience prior to the start of the approved clinical practicum. Open only to students enrolled in the RN-BSN program. The RN to BSN student must achieve a final course grade of C+ or higher to progress. Prerequisites: Completion of all NURS3000 courses with a grade of C+ or better. Corequisite: NURS4001.

NURS4003 Independent Practicum II 3 cr. (1 hour meeting weekly conference with class and a total of 30 hours of clinical during the course)
During this course the student will experience an independent practicum to further develop his/her role as a baccalaureate nurse. An array of healthcare settings and disciplines may be utilized for the clinical practicum. The student may elect to continue in the same setting as Independent Practicum I. To facilitate the achievement of defined course learning outcomes the student is required to develop personal goals and objectives for the practicum experience prior to the start of the approved clinical practicum. Open only to students enrolled in the RN-BSN program. The RN to BSN student must achieve a final course grade of C+ or higher to progress. Prerequisites: Completion of all 3000 level courses with a C+ or better and completion of NURS4002 with a grade of C+ or better. Corequisites: Enrollment in a nursing elective.
NURS4101 Professional Nursing Seminar 3 cr.
This course focuses on the synthesis of concepts essential to the role of the baccalaureate nurse as a contributing member of the healthcare team. Personal, ethical, and legal aspects of nursing care are discussed along with issues and trends in nursing practice for a diverse patient population. This course must be taken in the last semester of program completion requirements or as the final Bachelor of Science in nursing course. The RN to BSN student must achieve a final course grade of C+ or higher to progress. Prerequisites: NURS4001 and NURS4002.

NURS4200 Care of Patients with Complex Physiological and Psychological Health Issues 6 cr.
This course focuses on the care of patients experiencing increasingly complex physiological and psychological health conditions. The physiological, psychological, sociocultural, developmental, and spiritual dimensions of health are considered in prioritizing and implementing nursing interventions to promote health and well-being for patients with complex medical-surgical and psychiatric/mental health issues. The nursing program core competencies, critical reasoning and application of best current evidence to clinical practice will be stressed. Pharmacological and nutritional principles are integrated throughout the course. The classroom, college lab, and clinical learning experiences within this nursing course build upon previously acquired knowledge and skills. Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. Remediation is prescribed for the student failing the initial exam. The student is given three attempts to pass this competency. Students are required to achieve a minimum benchmark score of Level 2 on the ATI RN Adult Medical-Surgical Nursing proctored exam. Students will have only two attempts to achieve the required minimum benchmark score of Level 2 on this exam. Students are required to pass the didactic, college lab, and clinical practicum components of this course. A grade of C+ or better is required to pass the course and be eligible for graduation. Prerequisites: Open only to students enrolled in the traditional BSN program. CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS3002, NURS2103, NURS2400, NURS3003, NURS3200, NURS3300, NURS3400, NURS3100, NURS3305, NURS3600, and NURS4403. Corequisites: NURS4205, NURS4901, and an open elective course.

NURS4205 Transition to Nursing Practice 2 cr.
This course focuses on the synthesis concepts essential to the role of the entry-level Registered Nurse, as a contributing member of the healthcare team. Personal, ethical, and legal aspects of nursing care are discussed along with issues and trends in nursing practice affecting the delivery of health care and the discipline of the professional practice of nursing. Students are required to achieve a minimum benchmark score of 70% on the ATI RN Comprehensive Predictor proctored exam. Students will have only two attempts to achieve the required minimum benchmark score of 70% on this exam. A grade of C+ or better is required to pass the course and be eligible for graduation. Prerequisites: Open only to students enrolled in the traditional BSN program. CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS3002, NURS2103, NURS2400, NURS3003, NURS3200, NURS3300, NURS3400, NURS3100, NURS3305, NURS3600, and NURS4403. Corequisites: NURS4901, NURS4200, and an open elective course.
NURS4401 Holistic Nursing Practice: Techniques and Application  3 cr.
This course further develops the nurse’s knowledge and techniques of holistic practice. Emphasis will be placed on developing the skills needed and exploring the avenues available to implement complimentary/alternative modalities (CAM) into nursing practice. A variety of holistic modalities will be explored. Open only to students enrolled in the RN-BSN program. The RN to BSN student must achieve a final course grade of C+ or higher to progress. Prerequisites: Completion of all NURS3000 courses with a grade of C+ or better.

NURS4402 Nursing Leadership and Politics  3 cr.
This course nurturing the development of the student's own philosophy of nursing leadership. This elective builds on NURS3102 Business in Nursing. The impact of the political system on health care policy will be reviewed. Students will develop skills in formulating management skills but will concentrate on the role of a nurse in a leadership role. Emphasis will be placed on the nurse's professional role, concepts of vision, creativity, and leadership in complex health care system with a focus on the power of politics. Open only to students enrolled in the RN-BSN program. The RN to BSN student must achieve a final course grade of C+ or higher to progress. Prerequisites: Completion of all NURS3000 courses with a grade of C+ or better.

NURS4403 Professional Nurse as Educator  3 cr.
This course is designed to develop the student as a patient, family, and community health nurse educator. Principles of program development and presentation skills for age-appropriate populations will be the emphasis of this course. Students will research, develop, and present a healthcare educational program during the course while utilizing the appropriate principles. Open to students in the Bachelor of Science in Nursing (Prelicensure) and RN to BSN nursing programs only. Students are required to receive a grade of C+ or better in this course to continue in the nursing program.

Students in the Bachelor of Science in Nursing (Prelicensure) degree program will be required to have the following courses as a prerequisite: CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, INFO1001, EXSC3105, NURS3002, NURS1200, NURS2103, NURS3000, NURS2400, NURS3200, NURS3300, NURS3400, and NURS3100. Corequisites: NURS3600, NURS3305, and an open elective course.

Students in the RN-BSN program may take this course following successful completion of all NURS3000 courses with a grade of C+ or better.

NURS4404 Health Promotion and Disease Prevention  3 cr.
This course focuses on health education strategies which can be incorporated into primary care. It integrates the foundational concepts of nursing practice with the concepts of health promotion, risk reduction, and disease prevention. Wellness promotion of individuals and groups will be discussed as well as the need for risk factor reduction, screenings, and early intervention. The role of the nurse in educating individual patients as well as the availability of and involvement in community health promotion efforts will be addressed. Students are required to receive a grade of C+ or better in this course to continue in the nursing program. Prerequisites: C+ or better in all NURS3000 nursing courses and NURS4001.
**NURS4901 Transition to Nursing Practice Practicum 1 cr.**
During this course the student will experience a 15-hour practicum to develop his/her role as an entry level Registered Nurse and facilitate the transition from nursing student to professional nurse. The practicum will provide the student with the opportunity to observe and participate in a healthcare setting to identify clinical decision making issues common to the entry-level Registered Nurse. A grade of C+ or higher required in the practicum to pass the course and be eligible for graduation. Prerequisites: Open only to students enrolled in the prelicensure BSN program. CHEM1001, BIOL2503, BIOL2504, BIOL2502 with a C or better in all prerequisite science courses, MATH1200, MATH2200, INFO1001, EXSC3105, NURS3002, NURS2103, NURS2400, NURS3003, NURS3200, NURS3300, NURS3400, NURS3100, NURS3305, NURS3600, and NURS4403. Corequisites: NURS4205, NURS4200, and an open elective course.

**OPER3001 Production and Operations Management - Students who need this course should take MGMT3950 Junior Seminar**

**PHIL1001 Introduction to Philosophy 3 cr.**
Introduction through analysis of primary source selections to five philosophical models of the universe: classical realism, idealism, naturalism, existentialism, and either positivism or analytic philosophy. Within each of the models the following areas will be studied: metaphysics, epistemology, ethics, social philosophy, philosophy of justice, philosophy of science, aesthetics, philosophy of religion and concluding or summary statement giving an overview of the model.

**PHIL1102 The Good Life 3 cr.**
This course will examine various conceptions of the good life. Everyone has opinions about that. We will examine some of these, as well as pertinent philosophical texts, in order to ask how different opinions can be supported by evidence and reasonable argument, and to clarify concepts that have more than one meaning. We will practice asking and answering these questions in the course of talking about the good life and its various components such as love and marriage, and citizenship and freedom.

**PHIL3001 Ethics 3 cr.**
The student will be able to recognize and define the various types of formal logic processes used in argumentation and distinguish between valid and invalid arguments. The student will be able to identify the six basic types of value systems and distinguish between the variations in the systems.

**PHIL3200 Ethics in Veterinary Medicine - students who need this course should take ANSC3100 Animals in Society**

**PHIL3300 Medical Ethics 3 cr.**
This course is an examination of the various schools of moral philosophy and their application to ethical dilemmas that commonly arise in the medical field. The first half of the course emphasizes various formal ethical theories, such as teleological and deontological theories, which address the different approaches used in the creation of a personal code of ethics and the ethical principles guide a profession or a society. The second half of the course will have the student analyze common health care dilemmas and apply the theoretical principles and practical methods used in reaching ethical solutions to ethical problems. The areas of health care delivery, health care policy, and biomedical research will be addressed and the impact of current health care regulations will also be considered. 3 credits. Prerequisite: Sophomore standing.
PHSC1001 Integrated Physical Science 4 cr.
This course is an introduction to the basic principles and concepts of the physical sciences. Topics covered will pertain to the fields of physics, chemistry, geology, and astronomy. Emphasis will be placed on how these various disciplines impact our everyday life activities. Throughout the course, opportunities to investigate application of various subject matter will be provided in weekly laboratory sessions. Topics will include: properties and states of matter, chemical reactions, multiple forms of energy (i.e. electrical, magnetic, sound, light, and heat), space and time, and the evolution of the universe.

PHYS1003 “Life, the Universe, and Everything: An Introduction to Wu Li”: A Conceptual Physics Course 3 cr.
This course is designed to introduce students on a conceptual level, to a large scope of physics, from classical mechanics to quantum theory. The course is designed as a 3-credit, non-lab science course. The emphasis will be on the broad concepts underlying the patterns and principles of natural phenomena. The applications and worked examples of real-life scenarios will be presented to ground the students and provide contextual meaning for the theories presented. Prerequisite: MATH1200 or MATH1300.

PHYS2001 Physics I 4 cr.
This is an introductory algebra based course. The course introduces natural laws of physics which covers linear and circular motion, gravitational and frictional forces, rotational motion, work and energy, momentum, fluids, thermal physics, and wave motion. Prerequisite: MATH1200 Algebra.

PHYS2002 Physics II 4 cr.
Students will be introduced to the laws of physics which apply to electricity, magnetism, optics and nuclear energy. Special emphasis will placed on the relevance of other basic science material to such topics as nerve conduction, sensory transduction, diagnostic techniques (i.e. ultrasound, NMR, EKG, etc.), and nuclear medicine. Prerequisite: C or better in PHYS2001.

PSYC1001 Introduction to Psychology 3 cr.
An introduction to the basic concepts and fundamental principles of human behavior using the historical background of psychology as a foundation, and present theory and research as a tool to explore principles of learning, human development motivation, stress, personality, interpersonal skills and mental health.

PSYC1002 Developmental Child Psychology 3 cr.
This course examines the major child development theories and research; their practical implications for parents, educators, and child care workers. Physical, cognitive, language, social personality, and moral development from conception through middle childhood are the focus of this course. Current issues such as the working parent, child abuse, divorce, etc. are explored and discussed.

PSYC1003 Basic Concepts and Principles in Applied Behavior Analysis 3 cr.
This course is the first in a three-course sequence that, when successfully completed in conjunction with specific fieldwork requirements, prepares the participant to sit for national board certification examination at the associates level in applied behavior analysis (BCABA). The course will provide an introduction to the basic concepts and principles of applied behavior analysis, along with a discussion of some of the ethical standards within the field.
PSYC1013 Practicum in Applied Behavior Analysis 6 cr.
This practicum is designed to provide students with the supervised independent fieldwork to meet the experience requirements that, in conjunction with the ABA course sequence, will allow the student to sit for board certification as an associate behavior analyst (BCABA) through the Behavior Analyst Certification Board (BACB). Students are placed with an agency that provides ABA services where they will work approximately 24 hours a week over a 14 week semester. As part of the practicum, the student will attend a group supervision session on campus every other week and be observed by an individual supervisor at their practicum site on the alternate weeks. An additional fee of $1,000 will be charged for this course.

PSYC1107 Human Growth and Development 3 cr.
This course will emphasize the biological, psychosocial, cognitive, sexual, cultural, and moral development of the individual from conception through old age. The theories of Freud, Erikson, Piaget, Kohlberg, Kubler-Ross and other prominent psychologists will be applied to specific problems in the developmental process.

PSYC2001 Psychology of Adjustment 3 cr.
Discusses circumstances everyone faces, from birth to death. Topics include loneliness and love, turning points, friendship, human sexuality, marriage lifestyles, and the process of aging and death.

PSYC2002 Psychology of Personality 3 cr. “Course is offered during the Fall of even numbered years”
Major theoretical approaches to understanding personality including psychodynamic, humanistic, and cognitive as well as the less traditional Gestalt and Reichian approaches are critically examined. Theoretical material will be applied to real-life experiences in a variety of experiential formats. Prerequisite: PSYC1001.

PSYC2003 Behavioral Assessment & Data Collection Display and Interpretation 3 cr.
This course is the second in a three-course sequence that, when successfully completed in conjunction with specific fieldwork requirements, prepares the participant to sit for national board certification examination at the associates level in applied behavior analysis (BCABA). The course will teach the student how to conduct descriptive behavioral assessments, and how to display and interpret data in single-subject designs. Prerequisite: PSYC1003.

PSYC2013 Practicum in Applied Behavior Analysis 6 cr.
This practicum is designed to provide students with the supervised independent fieldwork to meet the experience requirements that, in conjunction with the ABA course sequence, will allow the student to sit for board certification as an associate behavior analyst (BCABA) through the Behavior Analyst Certification Board (BACB). Students are placed with an agency that provides ABA services where they will work approximately 24 hours a week over a 14 week semester. As part of the practicum, the student will attend a group supervision session on campus every other week and be observed by an individual supervisor at their practicum site on the alternate weeks. An additional fee of $1,000 will be charged for this course.
PSYC2105 Social Psychology 3 cr.
This course provides the student with a working knowledge of how social situations affect behaviors, thoughts, and emotions. Topics include attraction, attitudes, prejudice, social roles, aggression, social perception and group dynamics. Readings will explore theories, research and application. Prerequisite: PSYC1001.

PSYC2107 Experimental Social Psychology 3 cr.
This course will introduce students to basic and applied research and experimental research methods in social psychology. Students will read theory and research relevant to the following areas: self-esteem, romantic relationships and attraction, group processes, stereotyping and prejudice, conformity and obedience, attitudes and persuasion, and judgment biases. Students will learn to read and critically evaluate social psychological research while also learning to formulate their own research questions and create methodology to test these questions. The course will emphasize the importance of applied research and will introduce students to fields in which social psychological research is used to solve real world problems (e.g., economics, sports, legal system, business and industry). Prerequisite: PSYC1001

PSYC2203 Understanding Diversity 3 cr.
In the United States, the rapidly changing demographics of the population have increased cultural diversity at all levels in all segments of society. The course will incorporate discussion of gender, socioeconomic status, religion, race, and ethnicity, as they affect various aspects of interpersonal interactions. Students will work “from the inside-out”, learning to recognize the impact of their own cultures on their existing world views, and then comparing their cultural assumptions to those of people from other groups with the goal of developing more positive relations across cultures. Prerequisite: PSYC1001 or SOCI1001

PSYC2205 A Place Called Home 3 cr.
We will explore the image of “home” from various perspectives including the visual arts, psychology, literature, architecture, spirituality, culture and history. Using these various frames of reference, students will deepen their capacity to reflect on their life experience and the way they make meaning in their lives. Readings and activities will be designed to let “home” be the catalyst for releasing the imagination, encouraging students to pursue in depth their own exterior and interior realities.

PSYC2300 Adolescents At-Risk 3 cr. (previously Adolescent Psychology)  
“Course is offered during the Fall of even numbered years"
Theories of adolescent psychosexual, psychosocial, cognitive and biological development will be presented. The application of these theories and issues to understanding delinquency and drug abuse during adolescence will be discussed along with the reading of the pertinent psychological literature in these areas. Prerequisite: PSYC1002 or PSYC1107.

PSYC2303 Psychopharmacology for Counselors 3 cr.
A practical introduction to psychotropic medications, providing information about how commonly prescribed medications are used and how they work in the human body. This course examines modern drug treatment for mental disorders including psychosis, mood disorders, and addictions, and addresses different classes of drugs in conjunction with diagnostic factors, effectiveness, side effects, risk factors and biological actions. Prerequisites: PSYC1001; BIOL1001, BIOL1002, or BIOL2503, BIOL2504.
PSYC2400 Forensic Psychology 3 cr.
This course considers the range of topics that are of concern both to psychologists and members of the legal profession. Many legal issues involve questions that are psychological in nature, referring to human behaviors and/or mental processes. For example, what factors are influential in the decisions made by juries? To what extent are eyewitness identifications reliable? When is a confession voluntary? When is a criminal defendant competent to stand trial? When may a criminal defendant be considered insane? What types of psychological defenses can a criminal defendant use in court? What issues are important in the treatment of the mentally ill? How much discretion should judges have in criminal sentencing? Psychology offers a new approach to these types of issues, based on scientific research and empirical knowledge. In this course we will investigate how psychologists work within the legal system as social scientists, consultants, and expert witnesses and how psychological theories, research data, techniques, and methods can enhance and contribute to our understanding of the judicial system. Prerequisite: PSYC1001.

PSYC2405 Correctional Psychology 3 cr.
Correctional psychology refers to the application of psychological research and theory to the field of corrections. This course will consider theory and research relevant to the following areas: perceptions of offenses and offenders, offender treatment and recidivism, and the responsibilities and occupational challenges facing correctional officers. This course will explore social judgment and decision-making within corrections in the context of interrogations, plea negotiations, sentencing, and parole. Students will also examine the efficacy of a restorative justice approach to correctional issues, including initiatives focused on improving the functionality of prisons, repairing the victim-offender relationship, and decreasing recidivism. Prerequisite: PSYC1001.

PSYC2505 Community Systems and Intervention – Students who need this course should take PSYC2808 Psychological Tests and Measures

PSYC2603 Brain and Behavior 3 cr.
This survey course examines how biological factors influence behavior. Topics include organization of the brain, how the nervous system works, how body chemistry affects emotions, and genetic/temperament factors. These topics are applied to normal and abnormal behavior such as learning disabilities, sexuality and psychotic disorders. Prerequisites: PSYC1001 and any TWO of the following: BIOL1001, BIOL1002, BIOL2503, BIOL2504, BIOL1005, BIOL1006.

PSYC2705 Concepts and Principles in Applied Behavior Analysis 3 cr.
This course is the first in a four course sequence that, when successfully completed in conjunction with specific fieldwork requirements, prepares the participant to sit for national board certification examination at the assistant level in applied behavior analysis (BCaBA). The course will provide an introduction to the basic concepts and principles of applied behavior analysis. Prerequisite: PSYC1001.

PSYC2710 Assessment and Measurement in Behavior Analysis 3 cr.
This course is the second in a four course sequence that, when successfully completed in conjunction with specific fieldwork requirements, prepares the participant to sit for national board certification examination at the assistant level in applied behavior analysis (BCaBA). The course will teach the student how to conduct descriptive behavioral assessments, how to use various measures, and how to display and interpret data on Excel graphs. Prerequisite: PSYC2705.
PSYC2806 Educational Psychology 3 cr.
Theories of learning, instruction, curriculum, assessment and evaluation will be explored as they apply to pedagogy in a variety of educational contexts. The course will focus on behavioral, cognitive, and humanistic learning theories as well as the learning principles that will serve as a general background for becoming an effective, reflective educator. Prerequisite: A 1000-level psychology course.

PSYC2808 Psychological Tests and Measures 3 cr.
This course provides an introduction to the uses of psychological tests and to the techniques of test construction and evaluation. Topics include: a survey of common tests in the areas of general classification, differential testing of abilities and measurement of personality characteristics. Prerequisites: PSYC1001, MATH1200, and MATH2200.

PSYC3003 Strategies for Changing Behavior 3 cr.
This course is the third in a three-course sequence that, when successfully completed in conjunction with specific fieldwork requirements, prepares the participant to sit for national board certification examination at the associates level in applied behavior analysis (BCABA). This course will review methodologies used to design ethical and effective behavior analytic interventions. Prerequisites: PSYC1003 and PSYC2003.

PSYC3004 Writing for Psychology 3 cr.
This course focuses on the fundamentals of scientific writing and documentation relevant to the field of human services. Embracing the scientists-practitioner model, the course will involves students in the writing of literature reviews, research reports, diagnostic summaries, and a variety of mental health documents. Attention is given to ethical writing practices, APA style, and the impact of managed care guidelines on the practice of documentation. For psychology majors only. Prerequisite: ENGL1003.

PSYC3013 Practicum in Applied Behavior Analysis 6 cr.
This practicum is designed to provide students with the supervised independent fieldwork to meet the experience requirements that, in conjunction with the ABA course sequence, will allow the student to sit for board certification as an associate behavior analyst (BCABA) through the Behavior Analyst Certification Board (BACB). Students are placed with an agency that provides ABA services where they will work approximately 24 hours a week over a 14 week semester. As part of the practicum, the student will attend a group supervision session on campus every other week and be observed by an individual supervisor at their practicum site on the alternate weeks. An additional fee of $1,000 will be charged for this course.

PSYC3100 Cognitive Psychology 3 cr.
An introduction to how the human mind processes information. Topics include perception, attention, memory, learning and problem solving. The related topics of intelligence are covered. Practical applications in educational and clinical settings are considered. Prerequisites: PSYC1001 or PSYC1002 and 31+ earned credits.

PSYC3200 Psychology of Family 3 cr.
This course surveys psychological issues related to the family. Family is defined to include diverse forms. Current theory and research are applied to topics such as partner selection, roles and relationships, stress and coping, domestic violence, and addictions. Prerequisite: PSYC1001.
PSYC3300 Addictions Counseling 3 cr.
This course is designed to provide students with a specific skill base for assessment and counseling of persons struggling with addictions. Students will also be introduced to the theory and empirically validated treatment approaches specifically developed for the special populations of those who are dually diagnosed, in chronic pain, and are adolescents and their families. Emphasis will be placed on developing competency in intake and assessment interviewing, behavioral treatment planning, and development of basic understanding of psychopharmacology as it applies to addiction counseling. Prerequisites: EXSC3205, PSYC3004, and PSYC3400 or PSYC3402 which may be taken concurrently and will require a waiver.

PSYC3301 The 12 Core Functions of the Substance Abuse Counselor 3 cr.
This course is split into two sections; Core Functions of Counseling and Group Treatment. The course provides the student with the 12 core functions of addiction counseling and gives the student the fundamentals of running groups for addicted clients. The intent of introducing students to the core functions is to help them develop skills and competencies that will help them learn how to take clients through the treatment process from screening and intake, to treatment planning and counseling, ending with referral (if needed). The class will also introduce the student to the most widely used modality in substance abuse treatment, the group. We will explore the transtheoretical model of behavior change which is widely viewed as the evidence based modality that consistently produces positive outcomes. Prerequisite: PSYC1001.

PSYC3305 Group Counseling 3 cr.
This course will expose students to the theories and techniques of working with clients in groups. The course will focus on group work as a method, and its relationship to other counseling techniques. Students will gain theoretical and experiential knowledge of group process, including leadership, membership, developmental stages, and types of groups. Prerequisites: Must be taken concurrently or subsequent to PSYC2002 and PSYC3400 or PSYC3402.

PSYC3400 Abnormal Psychology 3 cr.
This course studies important issues in mental/health illness. Problems in defining abnormality are discussed. Biological, psychodynamic, behavioral and family systems are examined. The wide spectrum of abnormal behavior from mild to severe as well as current trends in the treatment of these disorders, are discussed. This course may include field trips. Prerequisite: PSYC1001.

PSYC3402 Child Psychopathology 3 cr. “Course is offered during the Fall of even numbered years”
The goal of this course is to examine psychological theory, research and practice as it relates to the assessment, diagnosis, treatment, and prevention of psychological disorder of children. Prominent theories of developmental psychopathology will be integrated with current research in the child behavior disorders. Specific topics to be covered include attention-deficit disorder, conduct problems, fears and phobias, depression, autism and childhood-onset schizophrenia, eating disorders, sleep disorders, and elimination disorders. Prerequisites: PSYC1001 and PSYC1002 or PSYC1107.
PSYC3603 Positive Psychology 3 cr.
Positive Psychology is the scientific study of optimal human functioning. This course will consider human functioning at several levels, including biological, experiential, personal, relational, and cultural. The pillars of Positive Psychology as proposed by Dr. Seligman, the pleasant life, the good life and its corresponding signature strengths, and the meaningful life will all be explored. Enhancing the quality of life through Cziksentmihalyi’s groundbreaking work on FLOW will expand the initial concepts of Positive Psychology. The topics of emotional intelligence, mindfulness, and schema therapy, based on the latest research in neuroscience and cognitive psychology, will all be addressed in their relationship to optimal human functioning. Prerequisites: PSYC1001 and 61+ earned credits.

PSYC3700 Sports Psychology 3 cr.
This course provides an introduction to the psychological variables that affect motivation, goal setting performance, anxiety and aggression in sport. Prerequisite: PSYC1001.

PSYC3705 Beginning Strategies for Changing Behavior 3 cr.
This course is the third in a four course sequence that, when successfully completed in conjunction with specific fieldwork requirements, prepares the participant to sit for national board certification examination at the assistant level in applied behavior analysis (BCaBA). The course examines ethical issues faced by those working in the field of behavior analysis, introduces the experimental designs, and then begins the review of methodologies used to design ethical and effective behavior analytic interventions. Prerequisites: PSYC2705, PSYC2710.

PSYC3710 Advanced Strategies for Changing Behavior 3 cr.
This course is the fourth in a four course sequence that, when successfully completed in conjunction with specific fieldwork requirements, prepares the participant to sit for national board certification examination at the assistant level in applied behavior analysis (BCaBA). This course continues the review of methodologies used to design ethical and effective behavior analytic interventions. In addition, the course reviews behavior changes systems and the management and supervision of the behavioral services. Prerequisites: PSYC2705, PSYC2710, PSYC3705.

PSYC3902 Psychology Internship I and Seminar 3 cr. (offered in fall semester)
This course is based on a service-learning model, and provides students with an introduction to the experience of working in a professional capacity in a human service setting. Students will complete 150 hours of related work at the placement site. Hours may include direct consumer contact, professional training’s, supervision meetings, attendance at interdisciplinary meetings, home visitations, supervised assessments, and completion of related documentation. Students will receive on-site supervision on a regular basis, and will attend a weekly seminar on campus. Students are expected to work with the course instructor a minimum of 1 semester in advance to select a placement setting, arrange for initial interviews, and establish specific learning goals tailored to the individual student’s needs. Prerequisite: Completion of PSYC3400 or PSYC3402, a minimum GPA of 3.0 and permission of the internship coordinator.

PSYC3903 Psychology Internship II and Seminar 3 cr. (offered in spring semester)
Supervised fieldwork in community agencies, hospitals, courts, or other related settings. Students will complete 150 hours of work at the placement site. Students also meet with faculty and other internship participants for discussion, integrating their practical experience with psychological theory and research. Prerequisites: PSYC3400 or PSYC3402; 2.0 GPA in upper-level Psychology courses and permission of internship coordinator.
PSYC4001 Research Methods – Students who need this course should take PSYC4005

PSYC4005 Research Methods in Behavioral Sciences with Lab 4 cr.
This course provides an introduction to the major research methods in the behavioral sciences, to include survey, experimental and field research. The logic, design and execution of the research process are considered with concern for elementary analysis of data. Laboratory exercises in data analysis and interpretation will include introduction to SPSS. Prerequisites: PSYC2107, MATH2200.

PSYC4007 Advanced Research Methods in Psychology 1 cr.
This one-credit course may be repeated once for a total of two credits. The course is designed to engage students in various aspects of psychological research. Specific content will vary widely, reflecting the variety of questions and methods used in psychological research: collecting data, coding data, running statistical analyses, writing in APA style, and critically reflecting on research outcomes. All experiences will be aimed at providing substantial hands-on involvement in the research process and background reading in the research area. All students will be expected to attend a professional research conference with his/her research team. Prerequisite: Previous or concurrent enrollment in ANSC4700 or JUST4001 or LGLS4100 or MGMT4000 or MKTG4001 or SOCI4001 or PSYC4001 and permission of instructor. Concurrent enrollment will require a waiver.

PSYC4200 Contemporary Issues in Psychology 3 cr.
Courses offered under the designation Special Topics may represent emerging issues or specialized content not represented in the curriculum. Each special topics course has a course description which is archived at http://www.becker.edu/academics/course-descriptions/special-topics-courses. Student may take course multiple times to earn credit for a different topic. Prerequisites: ENGL1003; PSYC1001 or SOCI1001.

PSYC4300 Substance Abuse Treatment in Groups 3 cr. (previously Substance Abuse Counseling in Groups)
This course will provide students with theoretical and practical frameworks for developing skills in the area of substance abuse counseling methods, treatment modalities, and referral systems and procedures. Specific issues involving clients with substance dependency will be examined and will include substance dependent older adults, dually diagnosed clients, and patients with physical challenges. Students will also be exposed to basic psychopharmacology as it relates to addictions treatment. Ethics, assessment and treatment interventions will be emphasized. Prerequisites: EXSC3205, and PSYC3300 or PSYC3400 or PSYC3402.

PSYC4301 Counseling Children 3 cr. “Course is offered during the Spring of even numbered years”
This course sets the stage for understanding the child and family of today and tomorrow - their personas and the social, cultural, educational, and psychological environments that help shape them. Course focus will be on combining and integrating counseling skills with the therapeutic process, emphasizing how the counselor relates to the child and parent. Emphasis is placed on the process and practice specifically applied to the counseling of children and their parents. Course topics include problems in society and their effect on children, establishing a therapeutic relationship, choosing treatment strategies, counseling the developing child, individual and group counseling approaches, behavioral approaches with children, and counseling with parents. Prerequisites: PSYC3004, and PSYC3400 or PSYC3402.
PSYC4306 Counseling Theory and Practice 3 cr. “Course is offered during the Spring of odd numbered years”
This course offers an overview of several contemporary theoretical models of helping, and covers the skill needed to begin professional interviewing and counseling. Ethics and multicultural understanding are emphasized. Prerequisites: PSYC3004, and PSYC3400 or PSYC3402.

PSYC4400 Criminal Minds 3 cr. “Course is offered in even numbered years”
This course provides opportunity to study of the psychological bases and dynamics of criminal behavior. Topics to be discussed include the "antisocial personality"; the "psychopath"; psychosis and crime; alcoholism and drug abuse; the adolescent offender; the female offender; and "sex" offenders. Prerequisite: PSYC3400.

PSYC4600 Senior Seminar in Psychology 3 cr.
This is a capstone course requiring students to engage in an in-depth examination of a psychological issue. The student will carry out an original research project, provide an educational presentation, and produce a career portfolio. Prerequisite: PSYC4001 or PSYC4005.

PSYC4902 Psychology Honors Practicum 9 cr.
Students will engage in a minimum of 420 hours of supervised practicum at an advanced level, in professional settings geared toward individual student interests. Practicum students are required to engage in 35-40 hours of professional service per week, for minimum of 12 weeks. Students will be assigned to site supervisors and specific experiences will be tailored to individual interests. Students will work approximately 24 hours a week over a 14 week semester. As part of the practicum, the student will attend a group supervision and seminar class on campus every other week and be observed by an individual supervisor at their practicum site on the alternate weeks. Prerequisites: EXSC3205, and PSYC3300 or PSYC3400 or PSYC3402, and a minimum GPA of 2.0.

PSYC4903 Practicum in Addictions Counseling 6 cr. “An additional fee of $1000 will be charged for this course”
This course is designed to provide students with the supervised practical training requirements that, in conjunction with specific courses and work experience, allow the student to sit for board certification as a Licensed Alcohol and Drug Counselor II through the Massachusetts Board of Registration/Office of Health and Human Services. Students are placed with an agency that provides addictions education and counseling, where they will work approximately 24 hours a week over a 14 week semester. As part of the practicum, the student will attend a group supervision and seminar class on campus every other week and be observed by an individual supervisor at their practicum site on the alternate weeks. Prerequisites: EXSC3205, and PSYC3300 or PSYC3400 or PSYC3402, and a minimum GPA of 2.0.

SOCI1001 Introduction to Sociology 3 cr.
This course explores the scientific dimensions of the sociological enterprise. Students are introduced to orienting concepts like culture, socialization and role; the constructed nature of human meaning systems; and theory building in sociology.

SOCI2001 Criminology 3 cr.
Crime and the law are examined from diverse theoretical perspectives. Students use computer applications to interpret national crime statistics and the results of self-report and victim surveys. Prerequisite: PSYC1001 or SOCI1001.
**SOCI2100 Women of the World: Health, Social Challenges, and Solutions 3 cr.**
In this course, students study the patterns of inequality in various countries and how these inequalities affect women’s health, education, and power. Students analyze women’s critical health and social issues that influence their life experience, including those of children and men. Through lecture, discussion, writing, guest speakers, field trips, and films students have the opportunity to examine their own world views and learn how they can effect positive change in the world today. Prerequisite: PSYC1001 or PSYC1002 or SOCI1001.
Note: This course meets the global diversity course requirement.

**SOCI2400 Social Problems 3 cr.**
This course will provide students with insight into social problems by examining specific social problems from both a sociological/adult view and from a child’s perspective. Issues to be covered include, but are not limited to, gender identity and socialization, violence in society, media influences, substance abuse, and family-related problems such as child abuse and neglect, and family violence. Special emphasis will be given to the current legal and socioeconomic trends that affect both adults and the education of young children, including anti-bias curriculum issues, the changing family, and political influences. Prerequisite: PSYC1001 or SOCI1001.

**SOCI3001 Individual and Society 3 cr.**
American society is studied for its impact on the formation of individual biographies. Relationships among modernization, culture, identity and personality are examined in detail. All topics are grounded in theories depicting the interplay of structure and action in everyday life. Prerequisite: PSYC1001 or SOCI1001.

**SOCI3100 Juvenile Delinquency 3 cr.**
This course investigates the history and causes of American delinquency. Special consideration is given to cultural definitions of the child, their historical transformation and their impact on the criminal justice system. Theories of delinquency are examined in detail. Prerequisite: PSYC1001 or SOCI1001.

**SOCI3200 Deviance and Social Control 3 cr.**
This course examines the forms and causes of individual, professional and organizational deviance. The role of society in the definition and management of misconduct is evaluated. Examples of deviant activities that may be considered include suicide, mental illness, alcoholism, cults, white-collar crime and political corruption. Prerequisite: PSYC1001 or SOCI1001.

**SOCI4001 Data Analysis 3 cr.**
The fundamentals of quantitative analysis are introduced in a computer environment. Analytical procedures are presented as tools for exploration and discovery and as tools for the verification of research hypotheses. The course provides experience in the use of database, spreadsheet and statistical programs. Problems for analysis are found in both institutional and social research settings. Prerequisites: PSYC1001 or SOCI1001, and MATH2200.
SPAN1001 Conversational Spanish I 3 cr.
The course is designed to develop the student’s knowledge of the four foundational skills of a foreign language study: listening, speaking, reading and writing. Course methodology is based on audio-lingual approach, using guided conversation and oral and written dialogues to introduce grammatical structures. Oral and written drills, individual oral assignments, impromptu discussions and readings serve to reinforce learned materials. Emphasis is on enhancing the student’s conversational ability. Course content covers a variety of topics, culturally enriching, practical and flexible to the needs of the student.

SPAN1002 Conversational Spanish II 3 cr.
This course is designed to further develop the student’s ability to speak and understand Spanish. Conversation is stressed. Readings are used as further basis of conversation and grammar review. Prerequisite: SPAN1001.

SPMG2302 Introduction to Sports Management 3 cr.
This course is designed to give students basic skills to develop and implement an employee health/fitness program. Emphasis is placed on facility development management, programming and leadership procedures.

SPMG2600 Sport Administration and Governance 3 cr.
This course covers the administrative elements of human resource management, motivation, interpersonal communication and staff development/evaluation as they relate to sports. Students will analyze the governing organizations of sports at the recreational, secondary, intercollegiate, professional, international, amateur, and Olympic levels.

SPMG3100 Sports Facility Management 3 cr.
This course deals with the business side of sports programs and facility marketing and management. It addresses the issues of facility type, location, scheduling, construction and maintenance, as well as the management and conduct of recreation programs for nonprofit organizations, colleges and universities, and profit-making enterprises like health/fitness centers, country clubs/resorts and sport retail operations. Prerequisite: SPMG2302 or SPMG2600.

SPMG3300 Sport Marketing and Event Management 3 cr.
Students will apply the fundamental principles of marketing to the world of sports and event management. They will learn how sports marketing differs from other types of marketing in terms of target marketing, product differentiation and positioning, and promotion. They will explore the various ways that organizations plan and manage sporting and other types of events, and they will gain an understanding of the economic impact of, as well as possible careers in, the sports industry. Case studies and current events will provide an opportunity to put the course material into practice. Prerequisites: MKTG2104 and SPMG2302.

SPMG3700 Sports Management Seminar 3 cr.
This course is intended to provide the student with the knowledge and understanding of the operations of various public and private sports facilities. This includes both the business and the athletic/recreational aspects of the organizations. Included are many speakers from various sports organizations, field trips and individual student projects connected to selected facilities in the area. Prerequisites: MGMT1000, SPMG2302.
SPMG4200 Legal and Ethical Issues in Sports 3 cr.
This course will provide the sports professional with an understanding of the legal system as a whole and the unique legal problems and responsibilities faced in managing a sports activity. The sports professional will be educated to identify potential legal liability and to avoid unnecessary legal risks. Prerequisite: LGLS2205 or SPMG2302 or SPMG2600.

SPMG4500 Sport Finance and Economics 3 cr.
Students will analyze financial and economic concepts applied to sports environments. Sport enterprises will be viewed as economic systems which must respond to changes in supply, demand, and market trends. Students will explore fundraising for various constituencies as well as overall budgeting and fiscal management of sports organizations. Prerequisites: MATH1200; and SPMG2302 or SPMG2600.

SPMG4900 Practicum in Sports Management 3 cr.
This is a 150-hour supervised field experience under the direct guidance of a qualified professional manager. Assignments are made with a member of the department faculty. This offers students an opportunity to gain substantial practical experience within their major.

SPMG4901 Internship in Sports Management 3 cr.
This is a 150-hour supervised field experience under the direct guidance of a qualified professional manager. Assignments are made with a member of the department faculty. This offers students an opportunity to gain substantial practical experience within their major.

VTSC1101 Clinical Veterinary Experience I 4 cr.
Lecture and laboratory introduce the role of the veterinary technician. Medical terminology, principles of animal behavior, basic nursing care, client communication, medical record keeping and career choices are discussed in lecture. Laboratories include animal restraint and handling, nursing skills, physical exams and clinical rotations through the Becker Veterinary Clinic. Students are responsible for completing a kennel duty rotation. Students are required to have a lab coat, name tag, and stethoscope. These may be purchased through the College at a reduced cost or students may provide their own, approved by the course director. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. A grade of C (73%) or better is required in both lecture and lab for graduation from the Veterinary Technology and Science programs. Prerequisite OR corequisite: BIOL1005.

VTSC1102 Clinical Veterinary Experience II 4 cr.
This course consists of both lecture and laboratory components which focus, in greater detail, on the aspects of veterinary nursing which were introduced in VTSC1101. These nursing aspects include more advanced techniques such as venipuncture, intravenous catheterization, bandaging, and introduction to electrocardiography. It also encompasses a clinical symptoms approach to common diseases, poisonings and emergency medicine. Students are required to participate in clinical work consisting of rotations through the Becker Veterinary Clinic, laboratory techniques review, and kennel duty. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. Prerequisites: C (73%) or better in VTSC1101 and BIOL1005; prerequisite OR corequisite: BIOL1006. A grade of C or better is required in both the lecture and laboratory portion for graduation from the Veterinary Technology and Science Programs.
VTSC1200 Veterinary Pharmacology 2 cr.
A study of commonly used drugs in veterinary medicine and their practical application for the veterinary technician. Emphasis on classification of drugs, their uses and side effects; weights and measures; drug dosage calculations; the handling, labeling and dispensing of medications; and pharmacy inventory and maintenance. This course requires a strong background in algebra, the metric system, and an understanding of word problems. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. Prerequisites: C or better in VTSC1101, BIOL1005, CHEM1001, and MATH1200 or MATF1002 with concurrent enrollment in MATH1200. A grade of C or better is required for graduation from the Veterinary Technology and Science Programs.

VTSC2000 Laboratory Animal Science 2 cr.
This course introduces the student to the laboratory animal research environment and to the selection, care, and use of laboratory animals. Topics include restraint, identification, husbandry, breeding, nutrition, behavior, and anatomy and physiology of small animal laboratory species. The course also surveys common disease, breeding, housing, governmental regulations, sentinel programs, equipment and research ethics in biomedical research. Laboratories will include animal restraint, physical examination, gavage, injection and sampling techniques, radiology, parasitology, anesthesia, and necropsy as applied to laboratory animals. Prerequisites: A grade of C or better in VTSC1101/1102/1200, BIOL1005/1006, CHEM1001/1002, and MATH1200. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. A grade of C or better is required for graduation in the Veterinary Technology and Science programs.

VTSC2001 Veterinary Radiology 2 cr.
Lectures explore the theory and principles of radiology and radiation safety. Laboratories train students in the basic skills of radiology including operating the x-ray machine, automatic film and digital image processing, animal positioning, and alternative diagnostic modalities. Prerequisites: C or better in VTSC1101/1102/1200, BIOL1005/1006, CHEM1001/1002, and MATH1200. A grade of C or better is required for graduation from the Veterinary Technology and Science programs.

VTSC2101 Veterinary Hematology 3 cr.
The two hours of lecture covers the theory behind laboratory work involved with hematology and clinical chemistry. The 2 hour laboratory provides the hands-on experience in doing clinical laboratory examinations on blood and body fluids. Prerequisites: C or better in VTSC1101/1102/1200, BIOL1005/1006, CHEM1001/1002, and MATH1200. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. The student must pass both the lecture and the laboratory sections with a C or better to complete the course with a minimum grade of C, which is required for graduation in the Veterinary Technology and Science programs.
VTSC2102 Clinical Pathology 3 cr.
The two hours of lecture will present the theory behind clinical urinalysis, parasitology and cytology of domestic and non-domestic species. The two hour laboratory provides clinical experience in urinalysis, cytological examinations and the various methods used to detect parasites. Prerequisites: C or better in VTSC1101/1102 and 1200, BIOL1005/1006, CHEM1001/1002, and MATH1200. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. The student must pass both the lecture and the laboratory sections with a C or better to complete the course with a minimum grade of C, which is required for graduation in the Veterinary Technology and Science programs.

VTSC2201 Farm Animal Skills 2 cr.
The student is introduced to five common domestic large animal species. Emphasis is placed on anatomy, restraint, physical examination, nursing care, diagnostic techniques, reproduction and common diseases. Prerequisites: C or better in VTSC1101/1102/1200, BIOL1005/1006, CHEM1001/1002, and MATH1200. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. A grade of C or better is required for graduation in the Veterinary Technology and Science programs.

VTSC2500 Veterinary Anesthesia & Surgery 4 cr.
The two hours of lecture topics include principles of patient evaluation, anesthetic drugs, equipment management, instrumentation, anesthetic pollution safety, surgical nursing, dental diseases, overview of common surgical procedures and anesthetic emergencies. The laboratory consists of 4 hours and emphasizes practical aspects of aseptic technique, patient monitoring, surgical instrumentation, preparation for surgical procedures and dental prophylaxis. Prerequisites: C or better in VTSC1101/1102/1200, BIOL1005/1006, CHEM1001/1002, and MATH1200. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. The student must pass both the lecture and the laboratory sections with a C or better to complete the course with a minimum grade of C, which is required for graduation in the Veterinary Technology and Science programs.

VTSC2900 Externship Module I 2 cr.
Offers clinical experience in animal care, medication and treatment of veterinary patients and exposure to diagnostic techniques, technical laboratory skills and record keeping used in veterinary practice. Students perform their externships between the freshman and sophomore years or during intersession for a minimum of 200 hours. Students must have acquired a cumulative GPA of 2.0 or better in order to participate in externships. Transportation and locating an appropriate externship site are the sole responsibility of the student. The externship site must be pre-approved by the course coordinator prior to the end of the semester preceding the externship. Also, during the semester, students participate in a seminar class. A student who has successfully completed the 200 hour externship but has changed majors may remain in the course to earn the credits. Students will be withdrawn if the 200 hour externship is not successfully completed and verified prior to the end of the drop/add period. Prerequisites: C or better in VTSC1101/1102, VTSC1200, BIOL1005/1006, CHEM1001/1002, and MATH1200. Open only to Veterinary Technology students and Veterinary Science majors in the Pre-Veterinary Concentration or the Clinical and Laboratory Animal Medicine Concentration. A grade of C or better is required for graduation in the Veterinary Technology and Science programs.
VTSC2902 Practical Experience I 1 cr.
As part of the second year of the Veterinary Technology curriculum students participate in both exam room sessions in the Lenfest Animal Health Center and in field trips, accompanied by faculty and staff to nearby animal shelters and humane societies. The intent and purpose is for students to practice skills learned in VTSC1101, VTSC1102 and on the externship. A minimum number of sessions will be required of all students, and will be scheduled by staff to fit the students' class schedules and availability of facilities. Prerequisites: C or better in VTSC1101/1102, VTSC1200, BIOL1005/1006, CHEM1001/1002, and MATH1200, VTSC2900 or co-requisite. VTSC2902 and 2904 may be taken concurrently. A grade of C or better is required for graduation in the Veterinary Technology and Science programs.

VTSC2904 Practical Experience II 1 cr.
This course is a continuation of the experiences in VTSC2902. As part of the second year of the Veterinary Technology curriculum students participate in both exam room sessions in the Lenfest Animal Health Center and in field trips, accompanied by faculty and staff to nearby animal shelters and humane societies. The intent and purpose is for students to practice skills learned in VTSC1101, VTSC1102 and on the externship. A minimum number of sessions will be required of all students, and will be scheduled by staff to fit the students' class schedules and availability of facilities. Prerequisites: C or better in VTSC1101/1102, VTSC1200, BIOL1005/1006, CHEM1001/1002, and MATH1200, VTSC2900 or co-requisite. VTSC2902 and 2904 may be taken concurrently. A grade of C or better is required for graduation in the Veterinary Technology and Science programs.

VTSC30UG Special Topics Course 3 cr.
Courses offered under the designation Special Topics may represent emerging issues or specialized content not represented in the curriculum. Each special topics course has a course description which is archived at http://www.becker.edu/academics/course-descriptions/special-topics-courses. Student may take course multiple times to earn credit for a different topic.

VTSC3100 Laboratory Animal Management 3 cr.
Introduces scientific and technical information about organizations, associations and regulations that apply to animal laboratory care in a research facility. Specifically details the responsibilities of AALAS, AAALC, FDA, NABR, etc. and defines all standards that must be followed in the organized field of laboratory animal science. Managerial skills and responsibilities needed to oversee the functioning of research institutions are covered in detail. Prerequisite: ANSC 2000 or VTSC2000. A grade of C or better is required for graduation in the Veterinary Science program.

VTSC3200 Clinical Animal Behavior 3 cr.
This course takes an in-depth look at animal behavior in a variety of species in subject areas such as communications, social structure, biological rhythms, sexual and maternal behavior, development, learning, training, aggression, enrichment and abnormal behavior as it relates to drugs, pain, medical problems, environmental issues and stress. A variety of evaluation methods will be covered as well. Prerequisites: C or better in VTSC1200, VTSC2201, and VTSC2000. VTSC 2000 may be taken concurrently.
VTSC3300 Disaster Preparedness for Animals 3 cr.
This course introduces the student to the issues and tasks involved with disaster preparedness in general as well as the unique situations involved with rescuing and sheltering all types of animals. Various topics will include networking with veterinary facilities, animal shelters, human shelters and municipal authorities. Natural disasters as well as agro-terrorism will be covered. A study of past disasters will be part of the course, to determine what has worked and what has not. An on-line course component presented by FEMA’s National Incident Management System will also be a part of the course. Prerequisite: Junior status in the Animal Studies Programs. A C or better is required for graduation.

VTSC3400 Immunology 3 cr.
This course surveys the basic principles of immunology with emphasis on knowledge gained from human and animal research. Topics to be discussed include: innate immunity and complement; antibody structure, antigen recognition; humoral and cell mediated immunity; over-reactive and deficient immune systems; and immunization. The course instructor assumes that the student has prior knowledge of basic cell biology, cell physiology, and microbiology. Prerequisites: C or better in VTSC 2101/2102 and BIOL 2502 OR permission of instructor. A grade of C or better is required for graduation in the Veterinary Science program if used as a Veterinary Science elective.

VTSC3401 Pathophysiology of Disease 3 cr.
Presented in an organ system format, this course provides a comparative approach to animal health and disease of the major domestic animal species. Eight major systems will be explored (integumentary, musculoskeletal, neurosensory, cardiovascular, respiratory, digestive, renal and reproductive). The anatomy and physiology shared by all animals is reviewed with the comparative differences emphasized. Clinical signs of organ dysfunction, pathophysiology, diagnostic tests and treatment/prevention strategies are discussed using examples of selected important diseases. The course instructor assumes that the student has prior knowledge of basic physiological principles, common diagnostic procedures, and common therapeutic practices in veterinary medicine. Prerequisites: C or better in VTSC2000/2101/2102/2201. A grade of C or better is required for graduation in the Veterinary Science program. Offered in the fall only.

VTSC3402 Advanced Veterinary Nursing Techniques 3 cr.
This course is designed to give the veterinary science student interested in clinical medicine a more advanced understanding of diagnostic tests and therapeutic procedures. Selected topics such as various intravenous catheterization techniques, CPR, oncology therapeutics, physical therapy, fluid therapy, and advanced diagnostic imaging will be discussed. The laboratory is designed to give the student a ‘hands-on’ approach to these techniques. The course instructor assumes that the student has prior knowledge of basic physiological principles, common diagnostic procedures and common therapeutic practices in veterinary medicine. Prerequisites: C or better in VTSC2000/2001/2101/2102/2201/2500. A grade of C or better is required for graduation in the Veterinary Science program. Usually offered in the spring.

VTSC3600 Clinical Veterinary Nutrition 3 cr.
This course covers nutrients and their function in the health of the domestic, lab, and exotic species of animals. The first half of the semester provides the backbone for the second half by discussing nutrients, feeds and rations, and commercial diets of healthy animals. The second half of the semester deals with the role nutrition plays in certain diseases of dogs and cats. Different feeding modalities will also be covered in the second half of the semester. Prerequisites: C or better in CHEM3003. A grade of C or better is required for graduation in the Veterinary Science program. Usually offered in the fall.
VTSC4102 Laboratory Animal Diseases 3 cr.
This course introduces the common diseases and conditions of common lab animal species. Clinical signs, diagnostic tests, recommended treatments and possible prevention techniques in the research facility will be discussed. Students will gain knowledge of zoonotic and public health concerns, and understand the impact these diseases and conditions can have on the research being conducted. Pre-requisites: ANSC 3401, ANSC 3402, and VTSC 3100; or VTSC 3401; or permission of the instructor. A grade of C or better is required for graduation in the Veterinary Science Pre-Veterinary concentration and Clinical and Laboratory Animal Medicine concentration.

VTSC4401 Companion Animal Diseases 3 cr.
This course introduces the more common diseases, clinical signs, diagnostic tests, recommended treatments, and prevention strategies. The companion animal species covered in this course include dog, cat, horse, pig, bird, reptile and ruminant. Prerequisites: C or better in VTSC3401. A grade of C or better is required for graduation from the Veterinary Science program.

VTSC4500 Senior Seminar 2 cr.
This senior capstone course is designed to provide a weekly seminar series presented by the students. The seminars are presented in an informal setting to permit free exchange between the students and the presenters. A wide range of topics are discussed to introduce the student to career opportunities and activities in various fields of medicine and research. The student is expected to do journal research and write and present reports based on their findings. Students may be required to participate in the yearly Vet Tech continuing education seminar. A case study with references is also required. Prerequisite or Corequisite: VTSC4900/4901 or 4902. A grade of C or better is required for graduation in the Veterinary Science program.

VTSC4900 Externship Module II - 3 cr.
This is the first part of the basic clinical experience requirement for all veterinary science students. Module II consists of 400 hours which must be performed in two or more Clinical, Zoo, Wildlife, Research, on campus or other externship sites approved by the Outreach Program Liaison, with a minimum of 100 hours at each site. The student can begin these hours following completion of all 2000 level Veterinary Science courses and should register for the course in the semester in which they expect to complete the required hours. All 400 hours of Module II must be completed prior to beginning the Module IIIa Externship. Prerequisite: C or better in VTSC 2000, 2001, 2101, 2102, 2201, 2500, 2900, 2902 and 2904. A grade of C or better is required for graduation.

VTSC4901 Externship Module IIIa - 3 cr.
Module IIIa of the externship is a structured program that provides students with career-related experiences and education under direct supervision at approved externship sites. Students may choose one of 3 options for a total of 3, 6, or 9 credits. The minimum for Module III is 200 hrs, representing the 3 credits of VTSC4901. The externship may be completed in one semester or spread across multiple semesters. Students should register for the module in the semester in which they expect to complete the required hours. The final Module III Externship hours are meant to be taken concurrently with the capstone course VTSC 4500 Senior Seminar. These hours may be completed at any of the above and previously described Clinical/Zoo/Wildlife/ Research or other approved sites. Prerequisite or corequisite: VTSC4900. A grade of C or better is required for graduation.
VTSC4902 Externship Module IIIb - 3 cr.
An additional 200 hrs externship, combined with VTSC4901 for a total of 400 module III hours. Prerequisite or corequisite: VTSC4901. A grade of C or better is required for graduation.

VTSC4903 Externship Module IIIc - 3 cr.
An additional 200 hrs externship, combined with VTSC4901 and 4902 for a total of 600 module III hours. Prerequisite or Corequisite: VTSC4902. A grade of C or better is required for graduation.
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