The College reserves the right to make changes in tuition, program costs, curriculum, policy and regulations and program dates, and to make additional charges for special features and services whenever such actions are deemed advisable.
“I enjoy everything about Dean College. There is a sense of community and camaraderie with other students. The smaller class sizes allow students to know each other regardless of age or occupation. Faculty and staff genuinely care and offer a supportive and caring environment in which to learn.”

— Carolyn Greene

“When you have been out of school for 30 years it can be intimidating to start back. However, I have excelled in courses I was afraid to take because the dedicated faculty at Dean College are so good in the classroom.”

— Teresa Muccini

SCHOOL OF CONTINUING STUDIES ADMINISTRATION

Dee Masiello
Dean
508-541-1629
dmasiello@dean.edu

Denise Watson
Director
508-541-1627
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Katie McCarren
Assistant Director of Admissions
508-541-1679
kmccarren@dean.edu

99 Main Street
Franklin, MA, 02038-1994
Monday–Friday: 8:30 a.m.–5:00 p.m.

phone: 508-541-1624
e-mail: SCS@dean.edu
web: dean.edu/SCS

REGISTRATION INFORMATION

ONLINE: New Students Visit: dean.edu/scs
Current SCS Students: please register using Dean Advisor

IN PERSON: Center for Student Financial Planning and Services, first floor Dean Hall; Monday–Friday: 8:30 a.m.–5:00 p.m.

First Week of the Semester Only: School of Continuing Studies, lower level Dean Hall; Monday–Thursday: 5:00 p.m.–6:30 p.m.

MAIL: School of Continuing Studies, Dean College, 99 Main Street, Franklin, MA 02038-1994

TELEPHONE: 508-541-1624

FAX: 508-541-1941, credit card payment only

Dean College accepts cash, personal checks, VISA, MasterCard, Discover and American Express.

ADVISING: by Appointment, 508-541-1627

IMPORTANT PHONE NUMBERS

Academic Advising 508-541-1624
Bookstore 508-541-1530
Center for Student Financial Planning and Services 508-541-1518
Dean College – Main Line 508-541-1900
Technology Services Center 508-541-1633
Library 508-541-1771
Public Safety 508-541-1888

INCLIMENT WEATHER

For information about cancellation of classes or campus closings:

dean.edu (News)
or log into

Today@Dean: https://today.dean.edu

Local Phone: 508-541-1991
Long Distance: 888-541-1991
Local Radio: WGAO 88.3 FM
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DEAN COLLEGE CALENDAR

FALL SEMESTER 2015

Tuesday, September 8  Day and SCS classes begin (Full semester and Quarter I)
Monday, October 12  Columbus Day – NO CLASSES – Administrative Offices closed
Saturday, October 24  Last day of Quarter I classes
Monday, October 26  Quarter II SCS classes begin
Tuesday, November 24  At the conclusion of Tuesday SCS classes, Thanksgiving Holiday begins
Monday, November 30  Classes resume
Thursday, December 17  Last day of SCS Full semester and Quarter II classes

ACCELERATED INTERSESSION 2016

Monday, December 28  SCS accelerated classes begin
Thursday January 21  Last day of SCS accelerated classes

SPRING SEMESTER 2016

Monday, January 25  Day and SCS classes begin (Full semester and Quarter III)
Monday, February 15  President’s Day – NO CLASSES – Administrative Offices closed
Saturday, March 12  Last day of Quarter III classes; at the conclusion of Saturday SCS classes, Spring Vacation begins
Monday, March 21  Quarter IV classes begin; day and SCS Full semester classes resume
Monday, April 18  Patriot’s Day – NO CLASSES – Administrative Offices closed
Thursday, May 12  Last day of SCS Full semester and Quarter IV classes

SUMMER SEMESTER 2016

Visit dean.edu/scs for Summer 2016 details

Tuition and Fees

Tuition for SCS 2015–16 academic year courses:

$325 per credit hour

$975 per three credit course

$1,300 per four credit course

A nonrefundable registration fee of $25 is charged each semester. Applicable lab fees are listed with the course description. Lab fees are only refundable prior to the first class meeting.

Tips for Using the Interactive Version of the Dean College SCS Academic Catalog

This PDF is designed for easy navigation using clickable links. All text colored red is a link, just as on the Dean College website. There are links from each Table of Contents entry to the corresponding page, from each index entry to the corresponding page, between pages (when the text refers to “see page...”), as well as to websites and email addresses.

- To use these links, hover the mouse pointer over the red text. When the open hand symbol changes to a hand with a pointing finger, click. The view will change to the linked page.
- To jump back to the page you started from, choose Previous View in the Page Navigation flyout under the View menu. Press Alt+Left Arrow (Command+Left Arrow on Mac) to retrace links to previously viewed pages. (Exact location of commands varies with different versions of Acrobat and/or Reader.)
- To add the Preview View button to the toolbar, right-click (Windows) or Ctrl-click (Mac) the Page Navigation toolbar, and then select Previous View or Show All Tools. (Exact location of commands varies with different versions of Acrobat and/or Reader.)
- The arrow keys on the keyboard can help you move through the file: use either the right or down arrow to move ahead one page; use either the left or up arrow move to back one page.
- The panel displayed to the left of the pages is a Table of Contents and each entry is a live link to that page. If this does not show in your view, click on the bookmark icon on the left side of the window to open this panel.

For more information on navigating a PDF, click here for Adobe’s PDF navigation instructions.
DEAN COLLEGE MISSION STATEMENT
Dean College is a private, residential college that creates and cultivates an environment of academic and personal success. The Dean Difference provides students with quality teaching, personalized academic support, leadership opportunities and professional development promoting a lifetime of learning and achievement. Our students demonstrate community and social responsibility, high standards of personal integrity and the ability to thrive in a global environment where change is constant and dramatic.

HISTORY OF DEAN COLLEGE
Dean was founded as Dean Academy in 1865 with the financial assistance and enthusiastic support of Dr. Oliver Dean, a Franklin, Massachusetts, native and local physician who was devoted to the education of young people.

The Academy offered men and women a well-rounded program of academics, athletics and student activities. In addition, the Academy provided students a personal atmosphere that identified and cultivated the strengths of its students, preparing them for admission to college. An excellent reputation soon resulted, and the standards set during the early years have formed a strong tradition followed by Dean today.

In 1941, Dean was chartered as a two-year college. Dean proudly reached a new milestone in its history in 1994, when its name was officially changed from Dean Junior College to Dean College. In 2000, Dean added a bachelor’s degree in Dance. Additionally, on-campus bachelor’s degree options became available through a partnership with Suffolk University. In 2010, Dean added Business, Liberal Arts and Studies, and Theatre bachelor’s degree programs. In 2014, Dean added English, History, Psychology, and Sociology Bachelor’s degree programs.

Today, Dean College is a private co-educational college with close to 1,500 full- and part-time students, and more than 21,000 alumni. The broad-based liberal arts curriculum at Dean affords students the freedom to choose among a variety of associate degree majors and five baccalaureate degrees. Dean’s future is based soundly upon its 150-year history of developing programs that meet the changing individual needs of its students.

THE SCHOOL OF CONTINUING STUDIES
Mission
The School of Continuing Studies is committed to building on the 150-year tradition at Dean College of cultivating academic and personal success for our students by expanding educational opportunities to serve the multifaceted challenges students face. Grounded in a strong liberal arts core and enhanced by continual innovation, we strive to provide relevant, accessible and flexible learning options to our varied and diverse student population.

Vision
By offering certificate programs, associate and baccalaureate degrees focused on the unique professional, economic and educational needs of lifelong learners we endeavor to give them the ability to thrive in a global environment where change is constant and dramatic.

Core Values
> Access — providing quality educational opportunities at a great value
> Innovation — quickly responding to changing needs of our students
> Service Excellence — student centered and responsive environment
> Diversity — serving traditional, non-traditional and lifelong learners
> Community — promoting respect and collaboration
STUDENT LEARNING GOALS

Through an active learning approach, Dean College students integrate knowledge and skills and apply them to real-world problems and situations. The College learning goals are:

**KNOWLEDGE**

Broad integrative knowledge in the arts, the humanities, the natural sciences, mathematics and the social sciences

Drawing on and connecting knowledge and ways of knowing from multiple sources and perspectives

Global awareness and diversity

Building awareness and respect for differences of identity, experience and origin both within and outside the United States

**SKILLS**

Critical literacy

Learning and communicating effectively through critical reading, writing, listening and speaking

Quantitative fluency and reasoning

Utilizing and applying numerical and graphical information to answer critical questions, make decisions and solve problems

Inquiry and analysis

Using information resources to research and critically analyze issues and problems

**APPLICATION**

Teamwork

Working with others to create and complete projects, solve problems and make decisions

Social and professional interaction

Learning and applying appropriate standards for interacting with others in social and professional settings

Problem solving and decision making

Integrating knowledge and skills in order to solve problems and make decisions
Students may enroll as either matriculated (degree) students or as non-matriculated students. Non-matriculated students intending to become degree candidates should meet with an admissions counselor.

**BACHELOR’S DEGREE PROGRAMS**

Dean College offers the Bachelor of Arts and the Bachelor of Science degree in five majors, all of which embrace a general education liberal arts foundation. See pages 18–20 for specific program requirements and curriculum.

**Bachelor's degree majors**

- **Business** with major concentrations in:
  - Human Resource Management
  - Management
  - Public Relations
- **Liberal Arts and Studies**
- **Psychology**

**Bachelor's degree requirements**

1. A 2.000 cumulative Grade Point Average (GPA).
2. A minimum of 122 credits (some majors require more).
3. The following core courses:
   - ENG 111 – Composition
   - ENG 112 – Composition and Literature
   - SPC 111 – Communication Fundamentals
   - MTH 150 – Foundations of Quantitative Reasoning
   - BIO 180* – Human Biology
   - Core Distribution Arts Elective
   - Core Distribution Humanities Elective
   - Core Distribution Natural Sciences and Mathematics Elective
   - Core Distribution Social Sciences Elective
   - COM 327 – Applied Professional Communication
   - ENG 3__ – Junior Level Writing Course specific to the major
4. 36–46 credits of required courses specific to the major.
5. 30–39 credits for concentrations, minors and electives.

* Students in Health Sciences complete different lab science courses as part of their program requirements. Please consult the specific description of these degree programs for more information.

**ASSOCIATE DEGREE PROGRAMS**

Dean College offers the Associate in Arts and Associate in Science degrees in 16 majors, all of which embrace a liberal arts foundation. See pages 21–27 for specific program requirements and curriculum.

**Associate degree majors**

- **Accounting†**
- **Business**
- **Early Childhood Education**
- **General Studies**
- **Health Sciences* with major concentrations in:**
  - General Health Sciences
  - Pre-Nursing
- **Psychology**

† Open only to Continuing Studies students.

**Associate degree requirements**

To receive an Associate degree, Continuing Studies students must successfully complete the following requirements:

1. A 2.000 cumulative Grade Point Average (GPA).
2. A minimum of 60 credits (some majors require more).
3. The following core courses:
   - ENG 111 – Composition
   - ENG 112 – Composition and Literature
   - SPC 111 – Communication Fundamentals
   - MTH 150 – Foundations of Quantitative Reasoning
   - BIO 180* – Human Biology
   - Core Distribution Arts Elective
   - Core Distribution Humanities Elective
   - Core Distribution Natural Sciences and Mathematics Elective
   - Core Distribution Social Sciences Elective
   - COM 327 – Applied Professional Communication
   - ENG 3__ – Junior Level Writing Course specific to the major
   - 9 credits of Upper Division Liberal Arts electives (from outside the major)
4. 24–29 credits of required and elective courses specific to the student’s chosen major.**
5. 6 credits of electives.

* Precise requirements vary for each major. See pages 21–27 for specific requirements.
PROFESSIONAL CERTIFICATE PROGRAMS

All certificate courses may be applied to related associate degree programs and may fulfill elective requirements for appropriate bachelor’s degree programs. See pages 28–29 for requirements for specific certificate programs and curriculum.

• Accounting
• Business
• Cybersecurity Studies
• Early Childhood Education
• Early Childhood Education – Infant/Toddler
• Administration of Early Childhood Education Programs
• Fundraising
• Human Resource Management
• Sport Based Youth Development

COURSE FORMATS

Full Semester (Traditional)
Courses are 15 weeks in length and meet in-class weekly face-to-face for three hours with limited to no expectation of online activities.

Accelerated/Blended
Courses are typically seven weeks in length and are comprised of standard intervals of face-to-face in-class activities and online interactions. For instance, a blended class will meet face-to-face weekly for 3 hours a week and the equivalent amount of time will be spent participating in web-based activities such as asynchronous discussions, simulations and the review of video and web-based content.

Hybrid
Courses may be any length, and are delivered through a combination of in-class and online interactions but not at standard intervals. For instance, a 7-week hybrid course may meet face-to-face for the first week and the last week and the remainder of the course is conducted online. Alternatively, a 15-week hybrid course may meet once per month in class for a full Saturday and the remainder may be online. Hybrid schedules are unique to the course, subject and professors’ requirements. Schedules for hybrid courses will be provided in advance to students so they are able to prepare as needed.

Online
Online course may be any length and are delivered entirely through web-based asynchronous interaction including discussion boards, videos and live chats. There is no required face-to-face component. Students are expected to log on to the course regularly and expectations for participating and deliverables will match those of a course requiring a face-to-face component.

Stacked
Two different 15-week courses are offered back-to-back on campus on the same evening. Classes begin at 5:00 p.m. with the first course ending a 7:25, the second courses begins at 7:35 p.m. and ends at 10:00 p.m. There is an expected online component to these courses though not equal to that which is expected of a blended course. Individuals who want to complete two courses in one semester in a primarily face-to-face environment will only have to travel to campus one evening per week.

Saturday
Full semester courses (15 weeks) will run on Saturday morning or afternoon for three hours. Quarter courses (7 weeks) will run on Saturday morning or afternoon for 3 hours and the equivalent amount of time will be spent participating in web-based activities such as asynchronous discussions, and the review of video and web based content.
RESOURCES

ADVISING

Academic advising is available to all Continuing Studies students. Appointments can be scheduled during day or evening hours. We will gladly assist you with selecting courses and deciding on a degree program. Each student should keep a personal record of courses completed and is responsible for the accuracy and completion of her or his program. Students can schedule an advising appointment by calling 508-541-1627.

ACADEMIC COACHING

Academic Coaching provides structured support and assistance to meet the varied learning needs of Dean students. Academic coaches work with individual students to develop customized programs that address both short-term needs and the skills and knowledge that create a foundation for success in future academic and professional settings. Components of academic coaching include: initial assessment and planning (based on past performance and anticipated goals) to help students and their families find the optimal level and combination of services to best meet student needs; a graduated structure of individual academic coaching available one to five hours per week; assistance with skill building as well as mastering the assignments and content of specific courses. Additional per-semester fees for the program are $800 for weekly one-hour individual sessions. For more information, please contact the Director of the Morton Family Learning Center. Students may also choose to enroll in small group Learning Labs. Students enrolled in Learning Labs will meet with a professional academic coach and four to eight other students seeking similar academic support to focus on skill development in the areas of study strategies (note taking, time management and organization, test preparation, test taking), writing, reading comprehension, and/or mathematics. Learning Labs may also be paired with specific courses. The cost to enroll in a Learning Lab is $525 per semester for one hour each week; and $525 for each additional hour per week, per semester.

CENTER FOR STUDENT FINANCIAL PLANNING AND SERVICES

Dean College has created the Center for Student Financial Planning and Services, which includes the Financial Aid Office, Billing Department, and general customer service as it relates to financing an education at Dean. Dean’s goal is to provide students and families with a single source for all information about education costs, applying for and receiving financial assistance, and a variety of payment options. Office hours are Monday through Friday from 8:30 a.m. to 5:00 p.m. Contact the center by phone at 508-541-1518, fax at 508-541-1941, or email at financialaid@dean.edu or studentaccounts@dean.edu.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Dean College participates in the College-Level Examination Program (CLEP) of the College Entrance Examination Board. CLEP enables students to receive college-level credit for nontraditional learning. Dean College grants credit using the guidelines published by the American Council of Education (ACE) for General and Subject Examinations. Dean College will accept a maximum of 30 transfer credits, including those earned through CLEP, for associate degree programs. For bachelor’s degree programs, Dean College will accept a maximum of 90 transfer credits, including those earned through CLEP. For more information, please contact the Registrar’s Office or your academic advisor.

DISABILITY SUPPORT SERVICES (DSS)

Dean is committed to providing access to its educational programs to all qualified students. The College does not discriminate against any qualified student and provides appropriate accommodations and auxiliary aids at no cost to students with documented disabilities. Such accommodations may include, but are not limited to, extended time for test taking, alternative locations for testing, scribes and note-taking assistance. The College requests appropriate advance notification of the accommodation requested. In addition, Disability Support Services also houses the Assistive Technology Lab, through which students with documented disabilities access technology and equipment appropriate for their particular disability. Equipment available includes text-to-speech software, dictation software, software to enlarge text with speech output, smartpens and other educational software to assist students with disabilities.
Contact Karley Batalon, in Disability Services, for additional information or to schedule an appointment at: 508-541-1769.

DEAN STUDENT EMAIL ACCOUNT
All SCS students are provided with a logon for access to the college’s portal, Today@Dean, Dean Advisor, MyCourses and Dean email. Descriptions of these resources follow. All official college communication occurs via Today@Dean and Dean email.

DEAN ADVISOR
Dean Advisor, accessed from Today@Dean, contains students’ unique student records, e.g., semester class schedule, final grades, transcript and financial information. Current students must register for courses through Dean Advisor each term.

E. ROSS ANDERSON LIBRARY
Learning Commons, the library has a collection of more than 35,000 books, 100 periodical subscriptions and hundreds of videos, DVDs and compact discs. The library also provides access to more than 20 research databases, including resources from InfoTrac, LexisNexis, Gale Group, SIRS and ProQuest. Computers are available for students to do research on the Internet. The library resources are part of the Minuteman Library Network, a consortium of 72 public and academic libraries in eastern Massachusetts containing more than 6.5 million resources. The consortium maintains an online catalog of all items owned by the member libraries. Once students have registered at the Dean College library, they are able to request and borrow materials from any other Minuteman library, including the nearby Franklin Public Library. For hard-to-find items, the inter-library loan department can request materials from libraries across the country. The library staff maintains a website that provides campus-wide access to the Minuteman catalog and several research databases. Professional librarians are available to answer questions and assist students with their research needs.

HONOR SOCIETY
Alpha Sigma Lambda Honor Society
Continuing Studies students at Dean College recognized for outstanding scholastic achievement may be eligible for induction into Alpha Sigma Lambda (Delta Beta chapter) a national honor society for nontraditional/adult students. For further information, contact the Director of SCS.

MORTON FAMILY LEARNING CENTER
Situated within the Green Family Library Learning Commons, the Morton Family Learning Center has a comprehensive range of academic support programs designed to address a variety of learning needs. Services and programs include: Academic Coaching, Arch Learning Community, Disability Support Services, the Berenson Mathematics Center, the Berenson Writing Center, Peer Tutoring and Professional Drop-in Tutoring.

MYCOURSES
MyCourses (Moodle) is Dean College’s online learning platform and contains the online content to courses. All SCS classes utilize MyCourses to some degree to support student learning. Online courses are conducted completely via MyCourses.

PARKING
Continuing Studies students attending courses during the evening and weekends may park in any of the four large parking lots on campus (see map on the inside back cover). SCS students taking Day courses are asked to park in the Jones parking lot on Hillside Road or in the main lot at 109 West Central Street/Route 140.
RESOURCES

A current parking decal can be obtained at the SCS Office in Dean Hall. Please bring your license plate number. Only vehicles displaying a parking decal for the current year are authorized to use Dean parking lot areas. For more information, call 508-541-1624.

PEER TUTORING

Coordinated by the Morton Family Learning Center, the Peer Tutoring Program is a free service offered to any student needing course-specific tutoring. Peer tutors are students recommended by faculty, then carefully selected and trained by professional staff; they receive academic credit for providing their services. Students interested in meeting with a tutor should review the schedule of tutors and tutoring times in the Morton Family Learning Center and on Today@Dean, or consult the Director of the Morton Family Learning Center.

TECHNOLOGY

The Technology Center in the A.W. Peirce Technology and Science Center offers students a computer lab with up-to-date hardware and software designed for academic use. Lab hours are posted and available on Today@Dean. Students may access the Center on a drop-in basis. The Technology Service Center, located in the Green Family Library Learning Commons, has staff available to answer general questions about computing resources at the College. Each student is provided with a Dean College network login ID. The network login is required when signing onto the College’s network.

TODAY@DEAN

Today@Dean, https://today.dean.edu, is Dean College’s student portal. Access is provided to all students upon admission. Today@Dean provides students with important information and resources including departmental pages, announcements and calendar of events. Additionally, students access their Dean email, Dean Advisor, MyCourses and the SCS department page via Today@Dean.

TRANSFER AND ARTICULATION AGREEMENTS

(For Transfer Policy, See Academic Policy)

Dean College has established transfer agreements with select four-year institutions to enhance options for students. Some agreements guarantee that a student completing a specific Dean associate degree program will be accepted as a junior, with a minimum GPA of 2.500, while others guide students regarding the specific courses they should choose for optimal transfer credit. Copies of all transfer agreements are filed for student review in the Robbins Family Center for Advising and Career Planning. Please call the School of
Continuing Studies to make an appointment to speak with an advisor if you would like further information.

**VETERAN AND MILITARY BENEFITS**

Former or current members of the military seeking to utilize their veteran benefits must be enrolled in a degree or certificate program. Veterans must provide the DD-214 (discharge form). Veterans who served prior to July 1, 1985, should contact the Department of Veterans Affairs for information on their educational benefits. Those who served after July 1, 1985, may be entitled to educational benefits under either the Montgomery GI Bill (Chapter 30) or the Post-9/11 GI Bill.

Dean College is a proud participant in the Post-9/11 GI Bill Yellow Ribbon Program.

For information about your eligibility, please call the Veterans Administration at 800-827-1000 or contact Dean College at 508-541-1640. Veterans who fail to maintain satisfactory academic progress and attendance may lose benefits, tuition and credits. A veteran is responsible for notifying the College of any changes or withdrawals. Failure to do so may result in loss of credit and GI benefits.

**WIRELESS NETWORK**

Dean College has a wireless network across the entire campus. The wireless network supports the student, faculty and administration’s mobile computing needs. Using the wireless network, a student with her or his own computer is able to access the College’s network resources as well as the Internet from any building located on campus. The wireless network is secured and a user code and password is required to gain access to College resources. The College’s networked resources include the E. Ross Anderson Library research databases, the course websites for all academic courses, the College-provided student email account and Today@Dean.

The wireless network provides access to all these resources from all campus buildings, including each residence hall room. Students must provide their own wireless-equipped laptop computer. Current, up-to-date antivirus software must be installed on all personal computers connected to the Dean College network. File or music sharing software (peer-to-peer) is not permitted over the Dean College network. Students with peer-to-peer software or without current antivirus software will be removed from the College’s network. The College provides student subscriptions to antivirus software at no charge.
ACADEMIC POLICIES

ACADEMIC REQUIREMENTS

All Continuing Studies students enrolled in an associate degree program must attain the following minimum Grade Point Average (GPA) to remain in satisfactory academic standing:

<table>
<thead>
<tr>
<th>Number of Attempted Credits</th>
<th>Good Academic Standing</th>
<th>Placed on Academic Probation</th>
<th>Placed on Academic Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–18.5 Attempted credits</td>
<td>2.000 Cumulative GPA</td>
<td>1.000–1.999 Cumulative GPA</td>
<td>Cumulative GPA less than a 1.000</td>
</tr>
<tr>
<td>19–30.5 Attempted credits</td>
<td>2.000 Cumulative GPA</td>
<td>1.500–1.999 Cumulative GPA</td>
<td>Cumulative GPA less than a 1.500</td>
</tr>
<tr>
<td>31+ Attempted credits</td>
<td>2.000 Cumulative GPA</td>
<td>1.750–1.999 Cumulative GPA</td>
<td>Cumulative GPA less than a 1.750</td>
</tr>
</tbody>
</table>

Students whose cumulative GPA places them in good academic standing, but who earned a term GPA less than a 1,000, or who completed less than 60% of the credits they attempted, will be placed on academic probation. Students on academic probation who do not raise their cumulative GPA to good standing by the end of their probationary semester will be placed on academic suspension.

ACADEMIC PROBATION

Continuing Studies students not meeting GPA requirements or credit completion requirements (as outlined) may be placed on probation for one semester. Each student placed on probation is expected to adhere to specific terms and conditions as outlined in the initial letter from either the Academic Review Board or Academic Appeals Board placing the student on academic probation. A student on academic probation may be suspended at any time during the semester should the student not meet the terms of either the initial letter placing the student on probation or the individualized Probation Agreement.

ACADEMIC SUSPENSION

Students not meeting GPA or credit completion requirements for good academic standing (see “Academic Requirements” above) may be placed on academic suspension for one semester. A student is always permitted to appeal this academic suspension to the Academic Appeals Board. In the letter informing the student of her or his suspension, the student is also informed about her or his right to an appeal and the established appeal date. The decision of the Academic Appeals Board is final, and students may not take courses at Dean College during the period of their academic suspension. If a student wants to return to Dean after being suspended, she or he must apply for readmission through the Registrar’s Office. She or he must also show evidence of success at a regionally accredited college or university other than Dean College. This requires enrolling in no less than 6 credits at another accredited college or university and achieving grades of C or better in each course taken. Students receive a transcript notation when they are academically suspended.

ACADEMIC DISMISSAL

A student who has been academically suspended at the end of a semester three times and still maintains a cumulative GPA that is below 2.0 will be automatically dismissed by the College. The student will have the right to appeal this dismissal to the Academic Appeals Board. After three years from the date of dismissal, a student may appeal to the Academic Appeals Board for reinstatement to the College. The decision of the Academic Appeals Board is final. Students receive a transcript notation when they are academically dismissed.

ACADEMIC FRESH START

Students who have a cumulative GPA that is less than a 2.000 and who have not been enrolled at the College for a period of one year can petition the Academic Appeals Board to be reinstated under the Academic Fresh Start policy. Under this policy, the student would need to complete all new degree requirements specified by the academic catalog under which the student would re-enter college. Only courses for which the student had previously earned a C or higher could be applied to the degree. Courses with grades below a C would not apply to the degree and would not factor into the new cumulative GPA, although they may remain on the transcript. After the Fresh Start, any previous academic suspensions from the College will not be counted in the student’s total number of suspensions for academic dismissal purposes, although they remain on the transcript. This fresh start policy can be used only one time in the student’s academic career at the College.

ACADEMIC HONESTY

Honesty in all academic work is expected of every student. Specific acts of academic dishonesty include, but are not limited to, plagiarism and cheating. If a faculty member finds that a student has been academically dishonest, the faculty member does the following within five business days of discovery of the incident: (1) discusses the situation with the student; (2) determines and administers the appropriate sanction, including but not limited to, an official reprimand, a zero on the assignment, an F in the course, or a required withdrawal from the course; and (3) issues a letter to the student documenting the incident, the finding, and the sanction, with a copy sent to the Dean of the School of Continuing Studies, the Office of Student Conduct and Community Standards, and the Office of Academic Affairs. Students may appeal the faculty member’s finding and/or sanction to the Assistant Vice President for Academic Affairs; this request for an appeal must be in writing within five business days of the receipt of the letter from the faculty member and must meet the conditions for an appeal outlined in the Student Code of Conduct. The Assistant Vice President’s decision is final. If a student has been found responsible for academic dishonesty previously, or if the faculty member would prefer that the incident be handled by the Office of Student Conduct and Community Standards, the case is referred directly to the Office of Student Conduct and Community Standards.
Conduct and Community Standards for adjudication. Additional campus-wide consequences for academic dishonesty may include, but are not limited to, loss of eligibility for academic honor societies, loss of eligibility for campus honors and awards, and loss of eligibility for student leadership opportunities.

**ADDING/DROPPING OR WITHDRAWING FROM A COURSE**

Adding/Dropping courses is permitted only within a designated time period and those periods are published every semester in the Class Schedule.

The student is required to complete Add/Drop Forms with the Director of SCS. The completed forms must be submitted to the Center for Student Financial Planning Services by the student with all necessary signatures in order to be considered final. Failure to attend a course does not constitute dropping that course.

**Adding/Dropping Courses**

- **Period I:** A student may add or drop a course with the signature of her or his advisor. No notation is made on the permanent academic record for dropped courses. No courses may be added after Period I. Period I is defined as the first five class days in a semester or the first four class days in a quarter.

- **Period II:** A student may drop a course only with the approval and signature of the instructor and advisor. No notation is made on the permanent academic record for dropped courses. For semester courses, Period II concludes at the end of the fourth week of the semester for dropping courses. For quarter courses, Period II concludes at the end of the second week of the quarter.

If a student completely withdraws from the College during Periods I and II, she or he will receive grades of WC for coursework on the permanent academic record. The WC grade is non-punitive, and is not reflected in credits attempted, credits earned or the GPA.

**Withdrawing from Courses**

Withdrawing from courses is permitted only within a designated time period and those periods are published every semester in the Course Schedule. The student must complete Course Withdrawal Forms with the Director of SCS. It is the responsibility of the student to submit the completed form to the Center for Student Financial Planning Services with all the appropriate signatures within the designated time period in order for the withdrawal to be considered final. Failure to attend a course does not constitute a withdrawal from the course.

- **Period III:** A student may withdraw from a course with the notation of W entered on the permanent academic record. Signatures of the instructor and advisor are required. A W does not affect the GPA. For semester courses, Period III concludes 10 days after the midpoint of the semester. For quarter courses, Period III concludes five days after the midpoint of the quarter.

- **Period IV:** A student may withdraw from a course with a grade of WP (Withdrawn-Passing) or WF (Withdrawn-Failing), as determined by the instructor of the course. The appropriate notation is entered on the permanent record. The signatures of the instructor and advisor are required. WP does not affect the GPA; WF has the effect of an F (failing) grade in the computation of the GPA. Period IV concludes two weeks prior to the end of classes for a semester course and one week prior to the end of a quarter course.

- **Period V:** A student may withdraw from a course with a grade of WP (Withdrawn-Passing) or WF (Withdrawn-Failing), as determined by the instructor of the course. The appropriate notation is entered on the permanent record. The signatures of the instructor and advisor are required. WP does not affect the GPA; WF has the effect of an F (failing) grade in the computation of the GPA. Period V ends on the last day of classes of a given semester or quarter.

Please note that any appeals regarding course withdrawals, and the resulting W grades, must be sent in writing directly to the Dean of the School of Continuing Studies.

**AUDITING COURSES**

Students may audit courses for no credit. Tuition and fees are the same as when registering on a credit basis. If a student wants to change status from credit to audit or audit to credit, he or she must do so in writing to the Director of SCS before the end of the second week of classes.

**COURSE CANCELLATION POLICY**

Students are encouraged to enroll in courses early in the registration period to ensure that a course will not be canceled due to low enrollment. When a course is canceled, every effort is made to reach students by telephone or email. Assistance will be provided in selecting another course. A full refund is issued if a course is canceled.
CREDIT LIMITS

Continuing Studies students:
Are limited to 10 credit hours or 3 courses per semester. For more than 10 credits, permission of the Dean is required. Day Division Courses: A maximum of 7 credits per semester. Students who register for Day Division credits will be charged the Special SCS Day Student tuition of $650 per credit or $1,950 per 3-credit course.

Full-Time students:
Are limited to enrollment in 1 School of Continuing Studies course per semester (i.e. 1 full term, or 1 quarter, per term.) Enrollment in additional course(s) will be addressed on a case-by-case basis as necessary by the Director of the School of Continuing Studies and the full-time student’s academic advisor. Full-time student enrollment in courses offered through the School of Continuing Studies may not equal more than \( \frac{1}{3} \) of the total course enrollment.

DEAN’S LIST

Continuing Studies students are eligible for the Dean’s List. New and returning part-time students will have four periods of eligibility to be named to the Fall or Spring School of Continuing Studies Dean’s List depending on completion of period of eligibility. To be included on the Dean’s List, part-time students must meet the following criteria:

- Enrolled in a declared major
- Completed a minimum of 15 credit hours at Dean College for the period of eligibility. The period of eligibility is determined whenever the 15th, 30th, 45th and 60th credit is completed by the student:
  - Period I 0 to 15+ attempted credits
  - Period II 15 to 30+ attempted credits
  - Period III 30 to 45+ attempted credits
  - Period IV 45+
- Grade Point Average of 3.300 or higher for the period of eligibility
- No grade earned below a B– for the period of eligibility
- No incomplete, RW, RR RF or WF grades for the period of eligibility

DECLARING/CHANGING A MAJOR

Continuing Studies students declare a major at the time of application. Students may change their major through the Director of SCS.

DEGREE/PROGRAM COMPLETION REQUIREMENTS

The School of Continuing Studies recognizes that our students require the flexibility to pursue their academic goals at their own pace. However, degree requirements may change over time and with them the requirements for completing the degree. In order to support student learning goals consistently, all students will be held to the requirements published in the Governing Catalog Year.

GOVERNING CATALOG YEAR

Students must fulfill all general education and major requirements as determined by the academic catalog that was in place at the time of their matriculation. A matriculated Continuing Studies student may withdraw voluntarily from Dean College for one calendar year, and the original SCS Academic Catalog requirements will be honored unless a program has been eliminated. The student must submit in writing to the SCS Director her or his intention to withdraw. If the student does not return after the one calendar year, or the desired original program has been eliminated, the new SCS Academic Catalog requirements will govern. A student returning after the one calendar year must meet with an SCS admissions counselor to review new SCS Academic Catalog requirements and previously earned credits.

GRADE CHANGES

Grades submitted to the Registrar by a faculty member remain final unless the faculty member provides written notification stating that there was an error in recording or computing the grade. A student has the right to challenge a final grade if she or he believes it to be inaccurate, and has substantiating evidence to support this assertion. The grade challenge process is NOT available to students for individual grades within a course or if students are unhappy with their grade.

The student must first discuss the matter with the instructor. If there is still no resolution, the student may petition the Dean of Continuing Studies by sending a detailed explanation, via email, why they believe the grade to be incorrect. The Dean will review
the students request and provide a decision within three weeks of receipt of the petition. The decision of the Dean of the School of Continuing Studies is final. In no case will a grade be changed after six weeks into the following semester.

GRADUATION AND COMMENCEMENT

Dean College confers degrees three times in a given year: May, August and December. No degree will be granted until all requirements of the curriculum have been fulfilled. It is ultimately the student’s responsibility to ensure all degree requirements are met. To be considered an official candidate for graduation, each student must file an Application for Graduation with the Registrar’s Office no later than four weeks prior to the end of her or his last term of attendance.

Dean College holds one Commencement ceremony each May. Students are encouraged to participate in Commencement provided they are within one course of completing their degree by this May ceremony. Please note that all degree candidates must satisfy in full all their financial obligations to the College and pay their graduation fee in order to receive their final transcript and diploma, and to participate in Commencement activities.

GRADUATION HONORS

At Commencement, students with a cumulative GPA of 3.200 to 3.499 will graduate cum laude, students with a cumulative GPA of 3.500 to 3.799 will graduate magna cum laude, and students with a cumulative GPA of 3.800 or higher will graduate summa cum laude.

HEALTH INSURANCE

Massachusetts state law requires all students carrying nine or more credits to participate in a qualifying student health insurance plan with comparable coverage. At Dean College, part-time students registering for nine or more credits will be automatically enrolled in and charged for the school’s Consolidated Health Insurance Plan at a rate of $1,578 for the 2015–16 academic year, if unable to provide proof of comparable health insurance.

All students are automatically enrolled in and charged for the Consolidated Health Insurance Plan unless proof of comparable coverage is provided. If a student has her or his own health insurance and declines enrollment in the College health plan, the student must complete the online Dean College Insurance Waiver Form at consolidatedhealthplan.com. (This link is only available during specific enrollment dates):

- Fall Semester – June 1 through September 15
- Spring Semester – December 1 through February 1

INCOMPLETE COURSEWORK

A grade of Incomplete must be initiated by the student, and is only available if the student is unable to complete coursework as a result of serious illness, a major accident or a family emergency. An Incomplete grade may only be issued during the last two weeks of classes, provided the student has been attending classes up until the last two weeks of the semester. Approval will be based on appropriate documentation provided by the student. Once approved, an instructor will provide the student with a detailed list of coursework to be completed, and must attach coursework instructions to the Request for Incomplete
ACADEMIC POLICIES

GRADE FORM. ALL WORK MUST BE COMPLETED NO LATER THAN FOUR WEEKS AFTER THE END OF THE TERM IN WHICH THE INCOMPLETE WAS ISSUED. IF THE WORK IS NOT SUBMITTED BY THE APPROPRIATE DEADLINE, THE INCOMPLETE GRADE WILL BE REPLACED BY A GRADE OF F. IN INDIVIDUAL CASES, IN WHICH THERE ARE LEGITIMATE REASONS, A REQUEST FOR AN EXTENSION MUST BE SUBMITTED IN WRITING TO THE INSTRUCTOR BY THE STUDENT AND APPROVED BY THE DEAN OF CONTINUING STUDIES. A COPY OF THIS APPROVED REVISED TIMELINE MUST BE SUBMITTED TO THE REGISTRAR’S OFFICE IN THE CENTER FOR STUDENT FINANCIAL PLANNING AND SERVICES.

REFUND POLICY

TUITION, EXCLUDING FEES, IS REFUNDABLE AS FOLLOW:

FULL SEMESTER AND QUARTER CLASSES:
Withdrawal by 11:59 p.m. on the 7th day of the term – 100%
Withdrawal by 11:59 p.m. between the 8th day of the term and 11:59 p.m. on the 14th day of the term – 50%
No refund after the 14th day of the term.

ACCELERATED 2 OR 4 WEEK SESSIONS:
Specific dates will be published in the Course Schedule.
A student who wants to withdraw from a course must do so in writing. Nonattendance does not constitute withdrawal.

REPEATING A COURSE

STUDENTS ARE PERMITTED TO REPEAT COURSES PREVIOUSLY TAKEN OR ATTEMPTED UNLESS OTHERWISE NOTED IN THE COURSE DESCRIPTION AND MAY NOT REPEAT AN INDIVIDUAL COURSE MORE THAN THREE TIMES. A COURSE FOR WHICH A STUDENT RECEIVED A W, RW, WP, RP, WF, RF OR F ARE CONSIDERED AN ATTEMPT AT A COURSE. THE HIGHEST GRADE EARNED WILL COUNT TOWARD THE OVERALL GRADE POINT AVERAGE, AND CREDIT WILL BE GRANTED ONLY ONE TIME FOR THE COURSE UNLESS OTHERWISE NOTED IN THE COURSE DESCRIPTION.

REGISTRATION

NEWLY MATRICULATED STUDENTS MAY REGISTER ONLINE AT dean.edu/scs. CONTINUING STUDENTS ARE REQUIRED TO REGISTER USING DEAN ADVISOR.

STUDENT RECORDS: ACCESS, AMENDMENT AND CONFIDENTIALITY (FERPA)

PURSUANT TO THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA), DEAN STUDENTS HAVE THE RIGHT TO INSPECT ALL RECORDS MAINTAINED BY THE COLLEGE THAT CONTAIN INFORMATION DIRECTLY RELATING TO THAT STUDENT, SUBJECT TO CERTAIN EXCEPTIONS, SUCH AS FINANCIAL RECORDS OF THE STUDENT’S PARENTS AND RECORDS AND/OR INFORMATION TO WHICH THE STUDENT HAS WAIVED HER OR HIS RIGHT OF ACCESS. OFFICIAL RECORDS AND DATA RELATED TO STUDENTS ARE INCORPORATED INTO FOLDERS THAT ARE SECURED IN THE OFFICE OF ADMISSIONS, THE CENTER FOR STUDENT FINANCIAL PLANNING AND SERVICES, THE ROBBINS FAMILY CENTER FOR ADVISING AND CAREER PLANNING, AND THE OFFICE OF STUDENT DEVELOPMENT. FERPA AFFORDS STUDENTS A RIGHT TO INSPECT BOTH OFFICIAL AND NONOFFICIAL RECORDS. STUDENTS WANTING TO INSPECT THEIR RECORDS MUST SUBMIT THEIR REQUEST IN WRITING TO THE OFFICE THAT HOLDS THOSE RECORDS.

FERPA ALSO GRANTS STUDENTS THE RIGHT TO SEEK AMENDMENT OF ANY RECORDS MAINTAINED BY THE COLLEGE THAT DIRECTLY RELATE TO THE STUDENT IF THE STUDENT BELIEVES THE RECORD IS INACCURATE, MISLEADING OR OTHERWISE IN VIOLATION OF THE STUDENT’S PRIVACY RIGHTS. STUDENTS SEEKING SUCH AN AMENDMENT MUST SUBMIT A WRITTEN REQUEST TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS TO DISCUSS THE MATTER IN QUESTION.

FERPA ALSO PROHIBITS THE COLLEGE FROM RELEASING PERSONALLY IDENTIFIABLE INFORMATION IN STUDENT RECORDS WITHOUT THE WRITTEN CONSENT OF THE STUDENT, SUBJECT TO VARIOUS EXCEPTIONS.


FURTHER INFORMATION ABOUT FERPA AND THE COLLEGE’S POLICIES WITH RESPECT TO STUDENT RECORDS IS SET FORTH IN THE STATEMENT OF COLLEGE POLICIES AVAILABLE ON THE COLLEGE WEBSITE AND TODAY@DEAN.

TITLE IX

DEAN MAINTAINS A POLICY OF PROVIDING EQUAL OPPORTUNITY IN ALL ITS OPERATIONS, INCLUDING EMPLOYMENT PRACTICES AND STUDENT RELATIONSHIPS, WITHOUT REGARD TO RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN OR PHYSICAL HANDICAP. STUDENTS WHO BELIEVE THEIR RIGHTS HAVE BEEN VIOLATED SHOULD CALL THE SCHOOL OF CONTINUING STUDIES AT 508-541-1624, OR WRITE TO THE DEAN OF CONTINUING STUDIES, DEAN COLLEGE, FRANKLIN, MA 02038-1994.

TRANSFER CREDIT

TRANSFER CREDIT TOWARD A DEAN DEGREE MAY BE EARNED BY SUCCESSFULLY COMPLETING COURSES AT ANOTHER REGIONALLY ACREDITED COLLEGE OR UNIVERSITY. STUDENTS MAY ALSO EARN CREDITS THROUGH THE ADVANCED PLACEMENT TESTING PROGRAM (AP), INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IB), AND COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP). FOR AN ASSOCIATE DEGREE, A MAXIMUM OF 30 CREDITS MAY BE TRANSFERRED; HOWEVER, 15 OF A STUDENT’S LAST 30 CREDITS MUST BE EARNED AT DEAN COLLEGE. FOR A BACHELOR’S DEGREE, A MAXIMUM OF 90 CREDITS MAY BE TRANSFERRED; HOWEVER, 15 OF A STUDENT’S LAST 30 CREDITS MUST BE EARNED AT DEAN COLLEGE. ADDITIONALLY, ALL DANCE COURSES MUST BE APPROVED BY THE JOAN PHelps PALLADINO SCHOOL OF DANCE. FOR TRANSFER CREDIT TO BE AWARDED FROM ANOTHER COLLEGE OR UNIVERSITY, STUDENTS MUST ATTAIN A GRADE OF C– OR BETTER. ONLY CREDITS FROM NON-DEAN COURSES WILL BE TRANSFERRED, NOT THE GRADE EARNED; THUS, THE EARNED GRADE WILL NOT BE USED TO CALCULATE THE STUDENT’S GRADE POINT AVERAGE AT DEAN COLLEGE. PRIOR TO ENROLLING IN A COURSE FOR TRANSFER CREDIT AT ANOTHER INSTITUTION, STUDENTS MUST OBTAIN WRITTEN AUTHORIZATION FROM THE REGISTRAR’S OFFICE AT DEAN. SUCH AUTHORIZATION GUARANTEES THAT THE COURSE WILL BE TRANSFERRED, PROVIDED THAT THE STUDENT ACHIEVES A GRADE OF C– OR BETTER.
TRANSCRIPTS
A transcript request must be submitted in writing to the Registrar’s Office, and include the student’s signature, in order for a transcript to be released. The cost of transcripts is $6 for each electronic transcript ordered and $10 for each paper copy ordered. Current students can download and print an unofficial copy of their transcript free of charge using Dean Advisor on Today@Dean. All members of the Dean Community must satisfy all financial obligations to the College prior to the issuing of an Official Transcript, an unofficial transcript or a grade report. Any questions about this policy may be directed to the Registrar’s Office. Dean College recognizes all contracted agencies as official agents of the College in accordance with FERPA guidelines. As such, student information can and will be released to these agencies in accordance with contracted responsibilities, such as, but not limited to: Arbour Counseling Services, Consolidated Health Plans, Follet Higher Education Group, Milford Regional Medical Center, National Direct Loan Servicing Clearinghouse, National Student Clearinghouse, Securitas Security Services USA, Inc. and Sodexo Campus Services.

TUITION AND FINANCIAL AID
Financial assistance is available for Continuing Studies students who have been admitted into a degree program and who meet general eligibility criteria. Students should complete the Current Academic Year Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Applicants will receive a Student Aid Report (SAR) three to six weeks after submitting the FAFSA.

To qualify for Federal Stafford Loan funds, students must maintain at least half-time (6 credits or more) per semester. Eligible students may receive Federal Pell Grant funds even if they are enrolled in as few as 3 credits per semester.

The entire process may take as long as six weeks; therefore, students relying on assistance should start the application process early. Students borrowing funds in excess of tuition costs need to be prepared to pay for books and supplies because the disbursement of aid and refund of excess credit balances usually takes several weeks.

For details about the application process or to schedule an appointment, call the Center for Student Financial Planning and Services (CSFPS) at 508-541-1518.

Policies for Financial Aid Recipients

Academic Progress
Applicants for financial aid must meet specific standards of academic progress in order to maintain eligibility. Progress is measured in the following ways:

Students must successfully complete 60% of all attempted coursework. Any course in which a student is enrolled after the regular drop/add period is considered an attempted course. A passing grade is considered to be successful completion of a course. Failure, withdrawal after the second week (or at any time during which a withdrawal grade of W, WP, WF, RW, RP or RF will be posted to your transcript), or an incomplete (I) in a class constitutes an attempted course that is not successfully completed. Although aid is generally not available for repeat coursework, repeated courses will be counted in measuring this standard. Federal aid recipients cannot continue to receive aid after they have attempted more than 150% of the number of credits required for their degree. Students who have attempted more than 90 credits for a 60 credit-hour degree will be ineligible for additional aid. Transfer credits...
ACADEMIC POLICIES

are counted in the total number of credits attempted. Although aid is generally not available for repeat coursework, repeated courses will be counted.

Students who fail to meet Satisfactory Academic Progress (SAP) standards may not be eligible for aid in subsequent academic periods. Students who do not meet the College’s standards and who are allowed by the College to return on probation may appeal to regain eligibility for aid through the Center for Student Financial Planning and Services. Students not making Satisfactory Academic Progress will be notified in writing by the Financial Aid Office. Eligibility can be regained by submitting an appeal at least one month prior to the beginning of the following term. Appeals should contain a signed letter from the student and any documentation that supports claims of extenuating circumstances. Supporting letters from advisors and professors are also encouraged. Grounds for appeal include the student’s documented illness, death or serious illness of an immediate family member, or other unusual circumstances. Additional documentation may be requested depending on the nature of the appeal. Decisions will be made by the Director of Financial Aid. Appeals of the Director’s decision may be made in writing to the Assistant Vice President of Enrollment. Students may also regain eligibility by taking coursework to improve their grades or completion rate.

WITHDRAWING A STUDENT FROM A COURSE BY THE INSTRUCTOR

Any instructor may, with the written approval of the Dean of the School of Continuing Studies, withdraw a student from a course if the student is disruptive or interferes with the orderly conduct of the class. The student will receive an RW, RP or RF (Required to Withdraw) grade on her or his transcript. RW and RP grades do not affect the Grade Point Average; RF grades do affect the Grade Point Average.
The curricula on the following pages lists the courses required to earn an associate degree and bachelor’s degree in each program of study offered by the Dean College School of Continuing Studies. All curricula may be completed on a part-time basis. Courses are not listed in the order in which they need to be taken.

- Business – B.S. – concentrations:
  Human Resource Management, Management
- Liberal Arts and Studies – B.A.
- Psychology – B.A.
- Accounting
- Business
- Early Childhood Education
- General Studies
- Health Sciences – concentrations:
  General Health Sciences and Pre-Nursing
- Psychology

The School of Continuing Studies offers nine certificate programs that provide focused programs of study in specific content areas leading to employment opportunities or career advancement.

A certificate program can serve either as a complete learning experience or as a foundation upon which to build more coursework leading to a degree.

- Accounting
- Business
- Cybersecurity Studies
- Early Childhood Education
- Early Childhood Education – Infant/Toddler
- Administration of Early Childhood Education Programs
- Fundraising
- Human Resource Management
- Sport Based Youth Development
The Bachelor of Science in Business, with concentrations in Management and Human Resource Management builds upon the successful and popular Associate Degree in Business. Rather than focusing only on a single area such as marketing, accounting, finance, management or technology, students take courses in all these areas. The result is a flexible graduate who can step into any role with any company, big or small, or a graduate who can start a new venture and run it completely. Based on the success of our associate degree programs, students develop a foundation of core skills that are designed to mirror the exact skills that will get them hired and promoted — skills such as communication, critical thinking, decision making and teamwork.

Through the course of study in the Bachelor’s Degree in Business, students will be provided an opportunity to learn how to:

- Identify, analyze and interpret business and financial concepts, and apply quantitative and statistics tools, methods and practices for decision-making purposes.
- Explain the principles and ethical issues related to individual and group dynamics in managing organizations.
- Explain the functions of planning, organizing, leading, staffing, financing and controlling the organization.
- Demonstrate written and oral communication skills of a business professional.
- Acquire additional competencies depending on the area of major concentration.

**Human Resource Management**

- Define human resource management terminology, career opportunities in domestic and international environments, principles, issues and key trends.

**Management**

- Define management terminology, career opportunities in domestic and international environments, principles, issues and key trends.

**Program Requirements**

<table>
<thead>
<tr>
<th>CORE (43 credits)</th>
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<tbody>
<tr>
<td>ENG 111 — Composition (3 cr)</td>
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<tr>
<td>ENG 112 — Composition and Literature (3 cr)</td>
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<tr>
<td>SPC 101 — Communication Fundamentals (3 cr)</td>
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<tr>
<td>MTH 150 — Foundations of Quantitative Reasoning (3 cr)</td>
</tr>
<tr>
<td>BIO 180 — Human Biology (4 cr)</td>
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<tr>
<td>CORE Distribution Arts Elective (3 cr)</td>
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<tr>
<td>CORE Distribution Humanities Elective (3 cr)</td>
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<tr>
<td>CORE Distribution Natural Sciences and Mathematics Elective (3 cr)</td>
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<tr>
<td>CORE Distribution Social Sciences Elective (3 cr)</td>
</tr>
<tr>
<td>ENG 332 — Strategic Writing for Managers (3 cr)</td>
</tr>
<tr>
<td>COM 327 — Applied Professional Communication (3 cr)</td>
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<tr>
<td>9 credits upper-division liberal arts electives (from outside the major)</td>
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</table>

**MAJOR (40 credits)**

| BUS 123 — Foundations of Business (3 cr) |
| BUS 230 — Principles of Management (3 cr) |
| BUS 235 — Principles of Marketing (3 cr) |
| ACCT 103 — Financial Accounting (3 cr) |
| ACCT 200 — Managerial Accounting (3 cr) |
| ECO 150 — Principles of Economics (3 cr) or ECO 112 — Principles of Economics — Micro (3 cr) and ECO 111 — Principles of Economics — Macro (3 cr)* |
| MTH 240 — Applied Quantitative Reasoning for Business (4 cr) or MTH 238 — Quantitative Analysis I (3 cr) and MTH 239 — Quantitative Analysis II (3 cr) or MTH 241 — Calculus I (4 cr) and MTH 242 — Calculus II (4 cr)** |
| BUS 337 — Organizational Behavior (3 cr) |
| BUS 325 — Principles of Finance and Budgeting (3 cr) |
| BUS 341 — Statistical Analysis and Decision Making (3 cr) |
| BUS 400 — Business Internship (3 cr) or Business Plan Development |
| BUS 415 — Business Policy and Strategic Management (3 cr) |
| BUS 450 — Senior Seminar (3 cr) |

**ELECTIVES (39 credits)**

Continuing Studies students have the option of completing one of two major concentrations:

**Management:**

- BUS 240 — Human Resource Management (3 cr)
- BUS 321 — Entrepreneurship (3 cr)
- BUS 344 — Operations Management (3 cr)
- BUS 346 — Negotiations (3 cr)
- BUS 405 — Leading the Organization (3 cr)
- 24 credits open electives

**Human Resource Management:**

- BUS 240 — Human Resource Management (3 cr)
- BUS 245 — The Diverse Workforce (3 cr)
- BUS 315 — Legal Issues in Human Resources (3 cr)
- BUS 317 — Staffing and Recruitment (3 cr)
- BUS 417 — Benefits and Compensation (3 cr)
- 24 credits open electives

**NOTES**

*Students who complete ECO 112 must also complete ECO 111 as an elective.

**Students who complete MTH 238 must also complete MTH 239 as an elective; students who complete MTH 241 must also complete MTH 242 as an elective.

**TOTAL CREDITS: 122**

See page 30 for the list of CORE Distribution courses.
Knowledge is power, but the ability to integrate multiple sources of knowledge to make complex decisions in an ever-changing world — that’s a super power. And employers know it. Dean’s Bachelor of Arts in Liberal Arts and Studies builds on the strengths of our associate degree in psychology to create a curriculum that emphasizes a dynamic, flexible mindset that is essential in today’s world — a mindset that includes the power to think critically, solve problems, synthesize information, and make decisions. We believe this exceptional foundation and training of an informed, ever-adaptable mind is a resource that will serve graduates throughout their careers.

Through the course of study in the Bachelor’s Degree in Liberal Arts and Studies, Psychology concentration, students will be provided an opportunity to learn how to:

- Understand the key findings, ideas, theories and analytical research in their major.
- Demonstrate an understanding of methods, skills, tools and systems used in their major.
- Understand and apply critical theory to textual analysis and their capstone research.
- Integrate disciplinary perspective(s) from their major with other fields of liberal arts.

### Program Requirements

<table>
<thead>
<tr>
<th>CORE (43 credits)</th>
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<tbody>
<tr>
<td>ENG 111 — Composition (3 cr)</td>
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<tr>
<td>CORE Distribution Natural Sciences and Mathematics Elective (3 cr)</td>
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</tr>
<tr>
<td>CORE Distribution Social Sciences Elective (3 cr)</td>
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<tr>
<td>ENG 320 — Advanced Essay Writing (3 cr)</td>
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<tr>
<td>COM 327 — Applied Professional Communication (3 cr)</td>
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<tr>
<td>9 credits upper-division liberal arts electives (from outside the major)</td>
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<tr>
<th>MAJOR (48 credits)</th>
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<tbody>
<tr>
<td>LAS 111 — Introduction to the Liberal Arts (3 cr)</td>
</tr>
<tr>
<td>3 credits lower division (100–200 level) liberal arts elective (3 cr)</td>
</tr>
<tr>
<td>LAS 415 — Critical Theory (3 cr)</td>
</tr>
<tr>
<td>LAS 400 — Liberal Arts and Studies Internship (3 cr)</td>
</tr>
<tr>
<td>LAS 450 — Integrative Seminar in the Liberal Arts (3 cr)</td>
</tr>
<tr>
<td>LAS 495 — Senior Seminar in Liberal Arts and Studies (3 cr)</td>
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<tr>
<td>18 credits of concentration electives at the 100–200 level*</td>
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<tr>
<td>12 credits of concentration electives at the 300–400 level*</td>
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</table>

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<tr>
<th>ELECTIVES (30 credits)</th>
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<tr>
<td>30 credits Open Electives</td>
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**NOTES**

*All courses for an individually designed concentration must be approved by the Director of the School of Continuing Studies.*

**TOTAL CREDITS: 121**

See page 30 for the list of CORE Distribution courses.
BACHELOR OF ARTS IN PSYCHOLOGY

Psychology majors at Dean take courses in a wide range of topics, from human development and child psychology to the aging process, from psychological disorders to counseling techniques. Building on the strong foundation of the associate degree program and interdisciplinary studies in Liberal Arts and Sciences, Dean offers an interdisciplinary approach to give students a broad view of the world and a focused psychology curriculum that gives students an opportunity to explore how psychological, biological, environmental and cultural factors influence human behavior.

An emphasis on applied psychology and case studies is immersed in every course to understand and analyze social problems, family relationships, workplace and institutional dynamics, and societal trends that influence behavior. To prepare our psychology majors for the future, all students participate in a required internship, a senior seminar and a capstone research project. Psychology majors pursue careers in social service organizations, counseling centers, schools, hospitals or the corporate world. The curriculum also prepares students to continue in their studies in graduate school.

Through the course of study in the Bachelor’s Degree in Psychology, students will be provided an opportunity to learn how to:

- Demonstrate psychological perspectives that can be applied in everyday life, work and study.
- Understand psychology as a life science, informed by research, theory and practical case studies in following guidelines established by the American Psychological Association.
- Demonstrate critical thinking and problem-solving skills, respect for other cultures and differences in society, including gender, race ethnicity and religious beliefs.
- Apply skills in oral and written communication and critical thinking as a basis for lifelong learning and professional work.
- Successfully write and present a senior capstone project that demonstrates an understanding through research in a field of psychology.
- Build upon the required internship experience to move into a career or educational path associated with psychology.

<table>
<thead>
<tr>
<th>Program Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE (43 credits)</strong></td>
</tr>
<tr>
<td>ENG 111 — Composition (3 cr)</td>
</tr>
<tr>
<td>ENG 112 — Composition and Literature (3 cr)</td>
</tr>
<tr>
<td>SPC 101 — Communication Fundamentals (3 cr)</td>
</tr>
<tr>
<td>MTH 150 — Foundations of Quantitative Reasoning (3 cr)</td>
</tr>
<tr>
<td>BIO 180 — Human Biology (4 cr)</td>
</tr>
<tr>
<td>Core Distribution Arts Elective (3 cr)</td>
</tr>
<tr>
<td>Core Distribution Humanities Elective (3 cr)</td>
</tr>
<tr>
<td>Core Distribution Natural Sciences and Mathematics Elective (3 cr)</td>
</tr>
<tr>
<td>Core Distribution Social Sciences Elective (3 cr)</td>
</tr>
<tr>
<td>ENG 320 — Advanced Essay Writing (3 cr)</td>
</tr>
<tr>
<td>COM 327 — Applied Professional Communication (3 cr)</td>
</tr>
<tr>
<td>9 credits upper-division liberal arts electives (from outside the major)</td>
</tr>
<tr>
<td><strong>MAJOR (48 credits)</strong></td>
</tr>
<tr>
<td>LAS 111 — Introduction to the Liberal Arts (3 cr)</td>
</tr>
<tr>
<td>PSY 111 — General Psychology (3 cr)</td>
</tr>
<tr>
<td>PSY 201 — Abnormal Psychology (3 cr)</td>
</tr>
<tr>
<td>PSY 202 — Human Development: A Lifespan Perspective (3 cr)</td>
</tr>
<tr>
<td>PSY 250 — Social Psychology (3 cr)</td>
</tr>
<tr>
<td>PSY 234 — Learning and Memory (3 cr)</td>
</tr>
<tr>
<td>MTH 130 — Introductory Statistics (3 cr)</td>
</tr>
<tr>
<td>PSY 341 — Research Methods in the Social Sciences (3 cr)</td>
</tr>
<tr>
<td>PSY 332 — Personality (3 cr)</td>
</tr>
<tr>
<td>PSY 320 — Counseling Psychology (3 cr)</td>
</tr>
<tr>
<td>6 credits 300–400 level Psychology Electives</td>
</tr>
<tr>
<td>LAS 415 — Critical Theory (3 cr)</td>
</tr>
<tr>
<td>PSY 400 — Psychology Internship (3 cr)</td>
</tr>
<tr>
<td>PSY 450 — Senior Seminar in Psychology (3 cr)</td>
</tr>
<tr>
<td>PSY 495 — Senior Capstone in Psychology (3 cr)</td>
</tr>
<tr>
<td><strong>ELECTIVES (30 credits)</strong></td>
</tr>
<tr>
<td>30 credits Open Electives</td>
</tr>
<tr>
<td>MTH 130 — Introductory Statistics is strongly recommended for students majoring in Psychology before completing PSY 341 — Research Methods in the Social Sciences.</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 121**

See page 30 for the list of CORE Distribution courses.
ACCOUNTING — ACCELERATED TRACK (CAREER OPTION)

The Accounting major is an undergraduate program designed specifically for Continuing Studies students. This associate degree program provides students with a solid foundation in accounting combined with core requirements and serves to prepare students for job positions in accounting, auditing and office administration.

Through the course of study in the Associate Degree in Accounting, students will be provided an opportunity to learn how to:

- Identify, interpret, analyze and research accounting and financial information through the use of a series of problem-solving exercises.

**Program Requirements**

**CORE (28 credits)**
- ENG 111 — Composition (3 cr)
- ENG 112 — Composition and Literature (3 cr)
- SPC 101 — Communication Fundamentals (3 cr)
- MTH 150 — Foundations of Quantitative Reasoning (3 cr)
- BIO 180 — Human Biology (4 cr)
- CORE Distribution Arts Elective (3 cr)
- CORE Distribution Humanities Elective (3 cr)
- CORE Distribution Natural Sciences and Mathematics Elective (3 cr)
- CORE Distribution Social Sciences Elective (3 cr)

**MAJOR (28 credits)**
- ACCT 103 — Financial Accounting (3 cr)
- ACCT 200 — Managerial Accounting (3 cr)
- ACCT 201 — Intermediate Accounting I (3 cr)
- ACCT 202 — Intermediate Accounting II (3 cr)
- ACCT 203 — Taxation (3 cr)
- BUS 123 — Foundations of Business (3 cr)
- ECO 150 — Principles of Economics (3 cr) or ECO 112 — Principles of Economics — Micro (3 cr) and ECO 111 — Principles of Economics — Macro (3 cr)*
- MTH 240 — Applied Quantitative Reasoning for Business (4 cr) or MTH 238 — Quantitative Analysis I (3 cr) and MTH 239 — Quantitative Analysis II (3 cr) or MTH 241 — Calculus I (4 cr) and MTH 242 — Calculus II (4 cr)**
- PSY 111 — General Psychology (3 cr)

**ELECTIVES (6 credits)**
- Course 1 (3 cr)
- Course 2 (3 cr)

**NOTES**
*Students who complete ECO 112 must also complete ECO 111 as an elective.
**Students who complete MTH 238 must also complete MTH 239 as an elective; students who complete MTH 241 must also complete MTH 242 as an elective.

**TOTAL CREDITS: 62**

See page 30 for the list of CORE Distribution courses.

ACCOUNTING — ASSOCIATE DEGREE PROGRAM

**ACCOUNTING CERTIFICATE**

**Accelerated Track**

This certificate program is designed to provide students with the knowledge and skills to pursue career opportunities in entry-level positions in the accounting field, or to advance in their current employment. Students will be able to transfer the credits earned into an associate degree program in Accounting or Liberal Arts and Studies.

**Complete list of certificate programs begins on page 28.**
BUSINESS

The Business major has been designed to provide students with a strong academic foundation in business theories and practices, accounting, economics, marketing, communication and technology. Students gain an understanding of the field of business from the theoretical and practical areas while learning the value of leadership and teamwork. The Business major also provides a comprehensive foundation in decision making, problem solving and quantitative reasoning. Our goal is to offer an educational experience that will enable students to pursue a career in business as well as successfully continue their education.

Through the course of study in the Associate Degree in Business, students will be provided an opportunity to learn how to:

- Identify, analyze and interpret business and financial concepts, and apply quantitative and statistics tools, methods and practices for decision-making purposes.
- Explain the principles and ethical issues related to individual and group dynamics in managing organizations.
- Explain the functions of planning, organizing, leading and staffing an organization within domestic and global environments.
- Demonstrate written and oral communication skills of a business professional.

After completing the associate degree, students are well prepared for further studies in accounting, finance, marketing, economics, general management, entrepreneurial studies, health care management, international business, human resource management and sales.

Dean College also offers a highly flexible Accelerated Business Degree Option, which allows students to complete the associate degree in Business in 12–14 months. Highly motivated students who have received the approval of their academic advisor and the Dean of the School of Business can pursue this option, saving both time and money as they progress quickly into baccalaureate degree programs or the world of work.

BUSINESS CERTIFICATE

Accelerated and Traditional Semester Tracks

This certificate program is designed to provide students with a detailed business foundation. Students acquire the knowledge and skills to pursue career opportunities in entry-level positions or advance in their current career. Credits earned may be transferred toward an associate degree program in Business or Liberal Arts and Studies.

Complete list of certificate programs begins on page 28.

Program Requirements

**CORE (28 credits)**
- ENG 111 — Composition (3 cr)
- ENG 112 — Composition and Literature (3 cr)
- SPC 101 — Communication Fundamentals (3 cr)
- MTH 150 — Foundations of Quantitative Reasoning (3 cr)
- BIO 180 — Human Biology (4 cr)
- CORE Distribution Arts Elective (3 cr)
- CORE Distribution Humanities Elective (3 cr)
- CORE Distribution Natural Sciences and Mathematics Elective (3 cr)
- CORE Distribution Social Sciences Elective (3 cr)

**MAJOR (25 credits)**
- BUS 123 — Foundations of Business (3 cr)
- ACCT 103 — Financial Accounting (3 cr)
- ACCT 200 — Managerial Accounting (3 cr)
- BUS 230 — Principles of Management (3 cr)
- BUS 235 — Principles of Marketing (3 cr)
- ECO 150 — Principles of Economics (3 cr) or ECO 112 — Principles of Economics — Micro (3 cr)*
- ECO 240 — Applied Quantitative Reasoning for Business (4 cr) or MTH 238 — Quantitative Analysis I (3 cr) and MTH 239 — Quantitative Analysis II (3 cr) or MTH 241 — Calculus I (4 cr) and MTH 242 — Calculus II (4 cr)**
- PSY 111 — General Psychology (3 cr)

**ELECTIVES (9 credits)**
- Course 1 (3 cr)
- Course 2 (3 cr)
- Course 3 (3 cr)

**NOTES**

*Students who complete ECO 112 must also complete ECO 111 as an elective.
**Students who complete MTH 238 must also complete MTH 239 as an elective; students who complete MTH 241 must also complete MTH 242 as an elective.

**TOTAL CREDITS: 62**

See page 30 for the list of CORE Distribution courses.

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**Accelerated and Traditional Semester Tracks**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 103</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 200</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 123</td>
<td>Foundations of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 235</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Group Elective*</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

18

*Students may select course with Accounting or Business designation.*
EARLY CHILDHOOD EDUCATION

The mission of the Early Childhood Education major is to provide a theoretical and practical foundation for observing, understanding and meeting the diverse psychosocial developmental needs of the young child in the classroom.

Through the course of study in the Associate Degree in Early Childhood Education, students will be provided an opportunity to learn how to:

• Objectively observe children’s behavior and accurately record the observations.
• Clearly articulate the connections between child development theory and observed behavior.
• Demonstrate a solid understanding of child development and be able to consistently apply this to their interactions with young children within the classroom.
• Set up and adapt educational environments addressing diversity of children to meet their social, emotional, cognitive and physical needs.
• Plan, implement then adapt developmental and active learning experiences, addressing diversity of children.
• Develop collaborative relationships with families of children, essentially linking home and school.

After completing the associate degree, students will have the option of transferring to a four-year college or university or beginning a career in early childhood education.

ADMINISTRATION OF EARLY CHILDHOOD EDUCATION CERTIFICATE

This program has been designed for students who are particularly interested in directing an early childhood education program. Dean College requires the four courses listed here for all students who want to complete this Administration of Early Childhood Education Certificate program. Please see the course descriptions for details.

For Massachusetts Office for Child Care Services/Department of Early Education and Care (OCCS/DEEC) Director qualification, in addition to completing educational requirements, students must also complete requisite field experience according to OCCS/DEEC regulation.

Complete list of certificate programs begins on page 28.

Graduates of Dean’s associate degree programs have many options from which to choose. Some Dean graduates will choose to transfer into one of Dean’s bachelor’s degree programs, including the Bachelor of Science in Business program (see page 18) and the Bachelor of Arts in Liberal Arts and Studies (see page 19).

Program Requirements

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 130</td>
<td>Classroom Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU 116</td>
<td>Issues and Policies in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 271</td>
<td>Administration of Early Childhood Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>BUS 123</td>
<td>Foundations of Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

GENERAL STUDIES – ASSOCIATE DEGREE PROGRAM

GENERAL STUDIES

The General Studies major is designed for students who want to develop an individual program of study based on Dean College’s curriculum, with the flexibility of enrolling in courses across academic disciplines. It is an appropriate major for those students who: (1) are interested in exploring a variety of academic disciplines; (2) would like to take courses from a particular major without having to commit to completing all courses for the major; or (3) plan to teach at the elementary or secondary school level. These goals can be accomplished within the General Studies major. All options in the General Studies major are designed to fulfill the liberal arts core requirements at four-year colleges and universities. Because of the flexibility of this major, a wide variety of career possibilities are open to students completing the General Studies major.

The requirements for graduation fall under three options:

**Option 1 – Liberal Arts Option:** This option is ideal for students who want to focus on core liberal arts courses or who are still exploring possible majors. To complete this option, students take at least 12 credits from the list of approved liberal arts courses, listed on page 30.

**Option 2 – Focused Major Option:** This option is designed for students who are interested in a particular major offered by the College, but who do not want to commit to completing all the courses required for that major. To complete this option, students take at least 12 credits from any one of the majors offered by the School of Continuing Studies.

**Option 3 – Education/Teaching Option:** This option is designed for students who plan to teach at the elementary, middle school or high school level. In this option, students focus on a particular teaching content area, such as English, history, mathematics or natural sciences, and also complete key elective courses in education and psychology. Upon transfer, students would major in their teaching content area, and complete the coursework in Education leading to certification.

### Program Requirements

#### CORE (28 credits)
- ENG 111 — Composition (3 cr)
- ENG 112 — Composition and Literature (3 cr)
- SPC 101 — Communication Fundamentals (3 cr)
- MTH 150 — Foundations of Quantitative Reasoning (3 cr)
- BIO 180 — Human Biology (4 cr)
- CORE Distribution Arts Elective (3 cr)
- CORE Distribution Humanities Elective (3 cr)
- CORE Distribution Natural Sciences and Mathematics Elective (3 cr)
- CORE Distribution Social Sciences Elective (3 cr)

#### MAJOR (24 credits)*
- Introductory course — 3 credits
- Focused Electives — 12 credits in one of the following areas:
  - The liberal arts elective list
  - From one major offered through the School of Continuing Studies
  - EDU 103 plus 3 courses (9 cr) from ONE of the following teaching areas — English, history, math, science
- Foundational Electives — 9 credits from the liberal arts elective list

#### ELECTIVES (9 credits)*
- Course 1 (3 cr)
- Course 2 (3 cr)
- Course 3 (3 cr)

#### NOTES
- *At least 12 of these 30 credits must be at the 200-level or higher.

**TOTAL CREDITS: 61**

See page 30 for the list of CORE Distribution courses.
HEALTH SCIENCES – GENERAL HEALTH SCIENCES CONCENTRATION

The Health Sciences major with a General Health Sciences concentration is designed to provide those students interested in entering one of the many health science–related professions the foundational coursework in the sciences and general education/liberal arts. Students choosing this major will have opportunities to transfer into numerous programs associated with the allied health field, including exercise physiology, health science, health education, medical laboratory science, respiratory therapy, nutrition, and rehabilitation and disability studies.

Students intending to major in Health Sciences must have a strong science background and a recommended cumulative 3.000 Grade Point Average (GPA) based on core academic courses.

Through the course of study in the Associate Degree in Health Sciences – General Health Sciences concentration, students will be provided an opportunity to learn how to:

• Explain physiological functions of human body organ systems, homeostasis and disorders resulting from homeostatic imbalances, infection and environmental influences.
• Recognize principles of general chemistry, including chemical bonding and structure, atomic theory, equilibrium, acids and bases, and radioactivity, organic functional groups and the role of biological molecules in the human body.
• Through the use of quantitative and qualitative methods of analysis, recognize social, cognitive and biological influences on human development.
• Identify systems of moral decision making in solving moral dilemmas and controversial choices in medical ethics.

Program Requirements

<table>
<thead>
<tr>
<th>CORE (28 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 – Composition (3 cr)</td>
</tr>
<tr>
<td>ENG 112 – Composition and Literature (3 cr)</td>
</tr>
<tr>
<td>SPC 101 – Communication Fundamentals (3 cr)</td>
</tr>
<tr>
<td>MTH 150 – Foundations of Quantitative Reasoning (3 cr)</td>
</tr>
<tr>
<td>BIO 171 – Anatomy and Physiology I* (4 cr) Core Distribution Arts Elective (3 cr)</td>
</tr>
<tr>
<td>Core Distribution Humanities Elective (3 cr)</td>
</tr>
<tr>
<td>Core Distribution Natural Sciences and Mathematics Elective (3 cr)</td>
</tr>
<tr>
<td>Core Distribution Social Sciences Elective (3 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR (28 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM 111 – Introduction to Science, Technology, Engineering and Mathematics (3 cr)</td>
</tr>
<tr>
<td>BIO 172 – Anatomy and Physiology II* (4 cr)</td>
</tr>
<tr>
<td>CHM 151 – Chemistry I** (4 cr)</td>
</tr>
<tr>
<td>CHM 152 – Chemistry II (4 cr)</td>
</tr>
<tr>
<td>BIO 211 – Microbiology (4 cr)</td>
</tr>
<tr>
<td>MTH 130 – Introductory Statistics (3 cr)</td>
</tr>
<tr>
<td>PHL 115 – Ethics (3 cr)</td>
</tr>
<tr>
<td>PSY 111 – General Psychology (3 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits Open Electives</td>
</tr>
</tbody>
</table>

NOTES

*If a student changes majors before completing both BIO 171 and BIO 172, the student must complete BIO 180 – Human Biology (4 cr) to meet the Core requirements of the new major.

**Unless placing into MTH 150 or higher at point of matriculation, students who complete MTH 150 with less than a B will need to take MTH 151 prior to taking CHM 151. MTH 151 will fulfill an open elective requirement.

TOTAL CREDITS: 62

See page 30 for the list of CORE Distribution courses.
HEALTH SCIENCES – PRE-NURSING CONCENTRATION

The Health Sciences major with a Pre-Nursing concentration is designed to provide those students interested in entering a four-year program in nursing the foundational coursework in the sciences and liberal arts. Students choosing this major will have opportunities to transfer into numerous nursing programs.

Students intending to major in Health Sciences must have a strong science background and a recommended high school cumulative 3.000 Grade Point Average (GPA) based on core academic courses. Transfer into four-year nursing programs is highly competitive. Students interested in pursuing a bachelor’s degree are advised to maintain a 3.000 overall GPA with no grade lower than a B–.

Through the course of study in the Associate Degree in Health Sciences – Pre-Nursing concentration, students will be provided an opportunity to learn how to:

- Explain physiological functions of human body organ systems, homeostasis and disorders resulting from homeostatic imbalances, infection and environmental influences.
- Recognize principles of general chemistry, including chemical bonding and structure, atomic theory, equilibrium, acids and bases, radioactivity, organic nomenclature, properties and reactions of functional groups and the role of biological molecules in the human body.
- Through the use of quantitative and qualitative methods of analysis, recognize social, cognitive and biological influences on human development.
- Demonstrate an understanding of the nutritional needs of healthy adults and children, the functions of nutrients in the human body and the effects of nutrient inadequacies and excesses.
- Articulate key concepts and issues related to nursing practice.
- Identify ethical issues regarding privacy and confidentiality.

Program Requirements

### CORE (28 credits)

- ENG 111 — Composition (3 cr)
- ENG 112 — Composition and Literature (3 cr)
- SPC 101 — Communication Fundamentals (3 cr)
- MTH 150 — Foundations of Quantitative Reasoning (3 cr)
- BIO 171 — Anatomy and Physiology I* (4 cr)
- Core Distribution Arts Elective (3 cr)
- Core Distribution Humanities Elective (3 cr)
- Natural Sciences and Mathematics Elective (3 cr)
- SOC 113 — Introduction to Sociology (3 cr)

### MAJOR (38 credits)

- STEM 111 — Introduction to Science, Technology, Engineering and Mathematics (3 cr)
- BIO 172 — Anatomy and Physiology II* (4 cr)
- CHM 151 — Chemistry I** (4 cr)
- CHM 152 — Chemistry II (4 cr)
- BIO 211 — Microbiology (4 cr)
- SFL 234 — Nutrition and Food Science (3 cr)
- HSCI 201 — Introduction to Nursing*** (4 cr)
- PSY 202 — Human Development (3 cr)
- MTH 130 — Introductory Statistics (3 cr)
- PHL 115 — Ethics (3 cr)
- PSY 111 — General Psychology (3 cr)

### ELECTIVES (3 credits)

Course 1 (3 cr)

**NOTES**

*If a student changes majors before completing both BIO 171 and BIO 172, the student must complete BIO 180 — Human Biology (4 cr) to meet the Core requirements of the new major.

**Unless placing into MTH 152 or higher at point of matriculation, students who complete MTH 150 with less than a B will need to take MTH 151 prior to taking CHM 151. MTH 151 will fulfill an open elective requirement.

***Student seeking to transfer to Regis College in the Nursing major are required to take HSCI 201 on the Regis College campus.

TOTAL CREDITS: 66

See page 30 for the list of CORE Distribution courses.
The mission of the Psychology major is to introduce students to a practical understanding and a theoretical foundation in the discipline of psychology. The major is designed to prepare students for the pursuit of a bachelor’s degree in developmental, clinical, educational or social psychology.

Because psychology is the study of how people process their experiences and how they behave, a Psychology major is a good preparation for any career that involves interactions with people, including positions in teaching, sales, management, law, social work or religion. According to the American Psychological Association, specific career paths with a Psychology degree include school, community, health or consumer psychology; industrial/organizational psychology; counseling psychology; human relations; teaching and research.

Through the course of study in the Associate Degree in Psychology, students will be provided an opportunity to learn how to:

- Understand contemporary perspectives of psychology: biological, behavioral, cognitive, psychodynamic, humanistic and evolutionary.
- Apply contemporary perspectives of psychology to psychological disorders (including a familiarity with the current version of the Diagnostic and Statistical Manual of Mental Disorders [DSM]), human development, the learning process, social interactions and cultural diversity.
- Understand research conducted by psychologists.
- Identify various historical developments in psychology.

Graduates of Dean’s associate programs have many options to choose from. Some Dean graduates will choose to transfer into one of Dean’s baccalaureate degree programs, including the Bachelor of Arts in Psychology (see page 20).
The School of Continuing Studies offers nine certificate programs that provide focused programs of study in specific content areas leading to employment opportunities or career advancement. A certificate program can serve either as a complete learning experience or as a foundation upon which to build more coursework leading to a degree.

**ACCOUNTING**

**Accelerated Track**

This certificate program is designed to provide students with the knowledge and skills to pursue career opportunities in entry-level positions in the accounting field or advance in their current employment. Students will be able to transfer the credits earned into an associate degree program in Accounting or General Studies.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 103</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 200</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 203</td>
<td>Taxation</td>
<td>3</td>
</tr>
<tr>
<td>CIS 103</td>
<td>Microcomputer Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 18

**CYBERSECURITY STUDIES**

The program begins by introducing students to the foundations of cybersecurity theory and practice and its application across multiple industries. Students study subjects ranging from incident response and coordination and how to effectively assess different types of organizational security risks. They will be exposed to ethical and legal issues in cybersecurity and will learn strategies for implementing best practices.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM CS 100</td>
<td>Introduction to Cybersecurity</td>
<td>1</td>
</tr>
<tr>
<td>CRM CS 101</td>
<td>Computer Systems Fundamentals</td>
<td>3</td>
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<tr>
<td>CRM CS 102</td>
<td>Cybersecurity Defense in Depth</td>
<td>3</td>
</tr>
<tr>
<td>CRM CS 103</td>
<td>Large Scale Cyber Crime and Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>CRM CS 104</td>
<td>White Collar Crimes</td>
<td>3</td>
</tr>
<tr>
<td>CRM CS 105</td>
<td>Cybersecurity Investigations and Case Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 16

**EARLY CHILDHOOD EDUCATION**

This program is designed to fulfill the requirements for our certificate program and the educational requirements for qualification from the Massachusetts Office for Child Care Services/Department of Early Education and Care (OCSS/DEEC). For OCSS/DEEC qualification, in addition to completing courses, students must satisfy their field experience requirements to reach teacher or lead teacher qualification. Courses designed to reach director qualification are also available.

This program is appropriate for in-service child care professionals, students with degrees in other fields who now want to study Early Childhood Education, and individuals who have no prior college background and are interested in working with children.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 251</td>
<td>Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU Electives</td>
<td>Early Childhood Education Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Credits** 12

**BUSINESS**

**Accelerated and Traditional Semester Tracks**

This certificate program is designed to provide students with a detailed business foundation. Students acquire the knowledge and skills to pursue career opportunities in entry-level positions or advance in their current career. Credits earned may be transferred toward an associate degree program in Business or General Studies.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT 103</td>
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<tr>
<td>BUS 123</td>
<td>Foundations of Business</td>
<td>3</td>
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<tr>
<td>BUS 230</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 235</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Elective**

Business certificate courses may be transferred into the Business associate degree program, page 22.
HUMAN RESOURCE MANAGEMENT

Accelerated Track

This certificate program is designed to provide students with a solid foundation in Human Resource Management. Students completing this program will acquire the knowledge and skills required to pursue career opportunities in entry-level positions in Human Resource Management or advance in their current position. Courses in this program are scheduled in both traditional full semester and accelerated seven-week sessions. Students who would like to apply their earned certificate credits towards an associate or bachelor’s degree program should meet with the SCS Assistant Director of Admissions.

Course No. Course Title Credits
BUS 240 Human Resource Management 3
BUS 245 The Diverse Workforce 3
BUS 315 Legal Issues in Human Resource 3
BUS 317 Staffing and Recruitment 3
BUS 337 Organizational Behavior 3
BUS 417 Benefits and Compensation 3

Total Credits 18

SPORT BASED YOUTH DEVELOPMENT

The certificate in Sport Based Youth Development (SBYD) aims to address an increased demand for professionals who have a deep understanding of how to integrate intentional youth development concepts into sport-focused youth programs. By exposing students to the theoretical foundations of positive youth development, the SBYD certificate program is designed to provide individuals with skills and competencies to function effectively within organizations that employ sport-based youth development methodologies. Students will also gain understanding of how to effectively develop, operate, sustain and evaluate a sport-based youth development program including how to develop and engage a board, identify revenue sources and support employee development.

Course No. Course Title Credits
SBD 100 Introduction to Sport Based Youth Development 3
SBD 300 Sport in Society 3
SBD 305 Administration of SBYD Programs 3
SBD 310 Sport Pedagogy 3
SBD 315 Coaching Techniques and Practice 3
SBD 320 Capstone 3

Total Credits 18

FUNDRAISING

The certificate program in Fundraising aims to increase the knowledge base for individuals already in the fundraising profession, and also prepare individuals who wish to make fundraising a career. By giving students an opportunity to be exposed to a plethora of information on all topics relevant to the fundraising professional field, the students will have a greater understanding of how to progress in this increasingly valuable field. Students will also be able to take the information gained from the program and apply it to a consulting role as a profession.

Course No. Course Title Credits
FDR 100 Techniques and Ethics of Fundraising 3
FDR 102 Gift Planning: Essential Tools to Maximize Giving 3
FDR 103 Acquiring Major Gifts 3
FDR 101 Creating Perpetual Annual Giving 3
FDR 104 Capital Campaign Strategies 3

Total Credits 15
### CORE DISTRIBUTION ELECTIVES LIST

#### Core Distribution Arts Electives
- ART 101 Introduction to Visual Art
- ART 150 Museums of New England: A Kaleidoscope of the World
- MUS 150 The Roots of Popular Music
- PFA 150 Experiencing the Performing Arts: How to Watch and How to Listen
- PFA 230 The Arts and Film from 1960 to Present
- PFA 250 I-Arts: The Arts in the Internet Age

#### Core Distribution Humanities Electives
- ENG 115 Multiracial and Multicultural Identity: Breaking the Census Box
- ENG 150 New England: Life, Lore and Literature
- ENG 155 The Culture of Cool: The Beat Generation
- ENG 170 Symbols, Situations and Characters: From Folklore to Myth
- ENG 240 Literature of Food: Bread for the World
- ENG 242 Reading World Revolutions
- HIS 111 United States History to 1865
- HIS 112 United States History – 1865 to Present
- HIS 151 World History I, to 1500
- HIS 152 World History II, 1500 to Present
- HIS 160 Cold War America: Culture and Conflicts
- HIS 242 Reading World Revolutions
- HIS 260 The Holocaust in History and Memory
- PHL 215 Beliefs and Behaviors: Comparing the World’s Religions

#### Core Distribution Natural Sciences and Mathematics Electives
- BIO 160 The Science of Human-Wildlife Interactions: Coyotes in My Backyard
- BIO 165 The Science of T.V. Crime Scene and Medical Investigations
- BIO 168 The Science of Food: What Are You Eating?
- BIO 250 The Immortal Life of Cells: A Case Study of Henrietta Lacks
- MTH 160 The Mathematics in Art: Connecting Art and Mathematics
- MTH 165 The Mathematics of Chance: The Odds of Winning
- PSC 150 Water Wars: From Properties to Distribution
- PSC 181 The Science of the Environment: Sustaining the Planet

#### Core Distribution Social Sciences Electives
- COM 252 Media, Conflict and Power
- COM 255 Sports and Media: Did You See the Game Last Night?
- ECO 110 Debt: Yours, Mine and Ours
- POL 150 Protest: Peril, Power and Progress
- PSY 111 General Psychology
- PSY 150 Psychology of Success
- PSY 155 Human Sexuality
- PSY 160 Psychology of Happiness
- PSY 165 Choices and Consequences
- PSY 170 Understanding Fan Behavior: A Sociological and Psychological Perspective
- SOC 113 Introduction to Sociology
- SOC 170 Understanding Fan Behavior: A Sociological and Psychological Perspective
- SOC 203 Sociology of the Family
- SOC 225 Health and Illness: A Sociological Perspective
- SOC 250 Change the World: Public and Applied Sociology
- SOC 255 Social Inequality and Stratification
- SOC 260 Technology and Society

### LIBERAL ARTS ELECTIVES LIST

#### Arts Electives
- ART 101 Introduction to Visual Art
- ART 150 Museums of New England: A Kaleidoscope of the World
- DAN 201 Dance History I – World Dance
- DAN 301 Dance History II – 20th Century Dance
- ENG 220 Creative Writing: Non-Fiction
- ENG 222 Creative Writing: Fiction
- ENG 223 Creative Writing: Poetry
- MUS 103 Introduction to Music
- MUS 150 The Roots of Popular Music
- MUS 243 American Musical Theatre

#### English Electives

##### Literature Electives
- ENG 115 Multiracial and Multicultural Identity: Breaking the Census Box
- ENG 150 New England: Life, Lore and Literature
- ENG 155 The Culture of Cool: The Beat Generation
- ENG 170 Symbols, Situations and Characters: From Folklore to Myth
- ENG 217 Social Issues in Literature
- ENG 231 American Literature to 1860
- ENG 232 American Literature from 1860
- ENG 240 Literature of Food: Bread for the World
- ENG 242 Reading World Revolutions
- ENG 245 Literature of Food: Bread for the World
- ENG 260 Introduction to Poetry
- ENG 261 Dramatic Literature
- ENG 270 Literature by Women Writers
- ENG 285 Introduction to the Short Story
- ENG 290 Literature of Baseball
- ENG 295 Children’s Literature
- ENG 301 Shakespeare
- ENG 355 Literary Modernism
- ENG 356 Humor in American Literature
- ENG 363 Literature of the Bible
- ENG 365 Cinema: Films from Literature
- ENG 375 U.S. Latino Literature

##### Writing Electives
- ENG 219 Introduction to Journalism
- ENG 220 Creative Writing: Non-Fiction
- ENG 222 Creative Writing: Fiction
- ENG 223 Creative Writing: Poetry
- ENG 300 Advanced Essay Writing
- ENG 310 Drama Theory and Criticism
- ENG 320 I-Arts: The Arts in the Internet Age
- ENG 351 History and Literature of Theatre I
- ENG 352 History and Literature of Theatre II
- ENG 353 History and Literature of Theatre III
- ENG 357 Playwriting
- ENG 359 Festival of Playwriting
- THA 111 Introduction to Theatre
- THA 310 Drama Theory and Criticism
- THA 351 History and Literature of Theatre I
- THA 352 History and Literature of Theatre II
- THA 353 History and Literature of Theatre III
- THA 411 Playwriting
# History Electives

**U.S. History Electives**
- HIS 111 United States History to 1865
- HIS 112 United States History – 1865 to Present
- HIS 160 Cold War America: Culture and Conflicts
- HIS 335 Women’s Voices: A History of Women in America
- HIS 395 History of Blues Culture

**World History Electives**
- HIS 151 World History I, to 1500
- HIS 152 World History II, 1500 to Present
- HIS 242 Reading World Revolutions
- HIS 253 Post/War: Violence and Its Consequences in 20th Century Europe
- HIS 260 The Holocaust in History and Memory

**Other**
- HIS 101 Making History

# Mathematics Electives
- MTH 130 Introductory Statistics
- MTH 150 Foundations of Quantitative Reasoning
- MTH 151 Precalculus I
- MTH 152 Precalculus II
- MTH 160 The Mathematics in Art: Connecting Art and Mathematics
- MTH 238 Quantitative Analysis I
- MTH 239 Quantitative Analysis II
- MTH 240 Advanced Quantitative Reasoning
- MTH 241 Calculus I
- MTH 242 Calculus II

# Philosophy Electives
- PHL 101 Introduction to Philosophy
- PHL 115 Ethics
- PHL 120 Business Ethics
- PHL 215 Beliefs and Behaviors: Comparing the World’s Religions

# Science Electives

**Lab Science Electives**
- BIO 151 General Biology – The Cell
- BIO 152 General Biology – Organisms
- BIO 165 The Science of T.V. Crime Scene and Medical Investigations
- BIO 171 Human Anatomy and Physiology I
- BIO 172 Human Anatomy and Physiology II
- BIO 175 Anatomy for Essentials
- BIO 180 Human Biology
- BIO 211 Microbiology
- CHM 151 General Chemistry I
- CHM 152 General Chemistry II
- PSC 150 Water Wars: From Properties to Distribution
- PSC 181 The Science of the Environment: Sustaining the Planet

**Science (non-lab) Electives**
- BIO 160 The Science of Human-Wildlife Interactions: Coyotes in My Backyard
- BIO 168 The Science of Food: What Are You Eating?
- BIO 250 The Immortal Life of Cells: A Case Study of Henrietta Lacks
- BIO 387 Applied Kinesiology

**Social Science Electives**
- BUS 337 Organizational Behavior
- COM 250 Media, Conflict and Power
- COM 255 Sports and Media: Did You See the Game Last Night?
- CRM 110 Introduction to Criminal Justice
- CRM 205 Criminology: Theories of Crime
- CRM 224 Juvenile Justice
- ECO 100 Debt: Yours, Mine and Ours
- ECO 111 Principles of Economics - Macro
- ECO 112 Principles of Economics - Micro
- ECO 150 Principles of Economics
- POL 150 Protests: Peril, Power and Progress
- POL 211 American Government
- PSY 100 Learning and Development
- PSY 111 General Psychology
- PSY 150 Psychology of Success
- PSY 155 Human Sexuality
- PSY 160 Psychology of Happiness
- PSY 165 Choices and Consequences
- PSY 170 Understanding Fan Behavior: A Sociological and Psychological Perspective
- PSY 201 Abnormal Psychology
- PSY 202 Human Development: A Lifespan Perspective
- PSY 211 Child Psychology
- PSY 250 Social Psychology
- PSY 234 Learning and Memory
- PSY 241 Adolescent Psychology
- PSY 320 Counseling Psychology
- PSY 332 Personality
- PSY 334 Brain and Behavior
- PSY 335 Psychology of Sport
- PSY 350 Culture and Psychology
- PSY 355 Psychology of Religion
- SOC 113 Introduction to Sociology
- SOC 170 Understanding Fan Behavior: A Sociological and Psychological Perspective
- SOC 203 Sociology of the Family
- SOC 205 Criminology: Theories of Crime
- SOC 219 Sociology of Sport
- SOC 220 Social Problems
- SOC 225 Health and Illness: A Sociological Perspective
- SOC 250 Change the World: Public and Applied Sociology
- SOC 255 Social Inequality and Stratification
- SOC 260 Technology and Society
- SOC 330 Mass Media and Society
COURSE DESCRIPTIONS

The following list describes the courses taught at Dean College. Not every course listed is taught every semester or every year. The College reserves the right not to offer any course for which there is not a sufficient number of students enrolled.

If a course has a corequisite (courses that must be taken simultaneously) or a prerequisite, that requirement is listed in the course description. The course description lists any applicable course fees as well.

The number to the right indicates credits earned.

* Denotes Core Distribution Courses.

The complete Core Distribution Electives and Liberal Arts Electives are provided on pages 30–31.

### ACCOUNTING

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>Financial Accounting</td>
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<tr>
<td>ACCT 200</td>
<td>Managerial Accounting</td>
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<tr>
<td>ACCT 201</td>
<td>Intermediate Accounting I</td>
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<tr>
<td>ACCT 202</td>
<td>Intermediate Accounting II</td>
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<td>ACCT 203</td>
<td>Taxation</td>
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### BIOLOGY

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<td>BIO 151</td>
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<td>BIO 160*</td>
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<td>3</td>
</tr>
<tr>
<td>BIO 171</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
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</tbody>
</table>

### ART

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Introduction to Visual Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 150*</td>
<td>Museums of New England: A Kaleidoscope of the World</td>
<td>3</td>
</tr>
</tbody>
</table>

### TAXATION

An introduction to the accounting environment and basic concepts of the accounting model. Each student learns how to record and analyze business transactions, the adjustment process, worksheets, closing entries, accounting for merchandise, internal control, accounting system design, cash, receivables, property, plant and equipment. In addition, students will learn liabilities, payroll accounting, concepts and principles, corporation accounting, bonds, cash flow and ratio analysis. Students will also be exposed to basic management accounting concepts.

ACCT 100 Managerial Accounting 3

An introduction to the managerial applications of accounting information emphasizes volume-cost-profit analysis, budgeting and control, performance and evaluation. Course objectives are to develop the analytical and quantitative skills necessary in making sound business decisions. Prerequisite: ACCT 103.

ACCT 201 Intermediate Accounting I 3

Intermediate Accounting I introduces the student to Financial Accounting standards, generally accepted accounting principles and the accounting information system. Specific emphasis is placed on such topics as the income statement, the balance sheet, the statement of cash flow, ratios, time value of money, cash, receivables and the valuation of inventory. Prerequisites: ACCT 103 and ACCT 200.

ACCT 202 Intermediate Accounting II 3

This course is a continuation of Intermediate Accounting I. Specifically, topics such as inventory valuation addition issues, acquisition and disposition of plant assets, depreciation, intangible assets such as patents, copyrights, goodwill, current and long-term liabilities and corporation accounting are thoroughly discussed. Prerequisite: ACCT 201.

ACCT 203 Taxation 3

Taxation introduces the student to the elements of the individual income tax return. Specific focus is placed on the topics of gross income inclusions and exclusions, business expenses, retirement plans, self-employment and employee expenses, itemized deductions, credits and capital gains and losses. Prerequisites: ACCT 103.

ART 101 Introduction to Visual Art 3

An introduction to ways of seeing and discussing art from around the world, including examples of painting, sculpture, prints, photography, architecture and other historical and contemporary media. Designed to develop an understanding of the form and expression of works of art. Field trips: $30.

ART 150* Museums of New England: A Kaleidoscope of the World 3

This course is an interdisciplinary study and review of the Museums of New England, including diverse areas such as art, history, architecture, music and science. The course objectives are to expose and encourage an appreciation in a wide field of disciplines as viewed through the museums/collections available in the area. Examples of museums are: Peabody-Essex Museum, Harvard Museum of Natural History, Isabella Stewart Gardner Museum, New Bedford Whaling Museum and Boston Museum of Science. Field trips: $30. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Arts requirement.

* Denotes Core Distribution Electives and Liberal Arts Electives are provided on pages 30–31.
### COURSE DESCRIPTIONS

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<tr>
<td>BIO 180*</td>
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<td>BIO 211</td>
<td>Microbiology</td>
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<tr>
<td>BIO 250*</td>
<td>The Immortal Life of Cells: A Case Study of Henrietta Lacks</td>
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<td>BUS 317</td>
<td>Staffing and Recruitment</td>
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<tr>
<td>BUS 321</td>
<td>Entrepreneurship</td>
<td>3</td>
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<tr>
<td>BUS 325</td>
<td>Principles of Finance and Budgeting</td>
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<tr>
<td>BUS 337</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>BUS 341</td>
<td>Statistical Analysis and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BUS 344</td>
<td>Operations Management</td>
<td>3</td>
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<tr>
<td>BUS 346</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 399</td>
<td>Special Topics in Business</td>
<td>3</td>
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</tbody>
</table>

**BUSINESS**

**BUS 123** Foundations of Business

- Students are introduced to the role of business in our society, and become familiar with the forms of business ownership, organizational structure, management styles, management functions, financial management and labor relations.

**BUS 230** Principles of Management

- Students will be made aware of the importance of management in business today.
- Through their readings and assignments, students will learn the value of planning.
- Students will gain an understanding of corporate cultures, organizational structures, and the importance of using the right measures in evaluating the performance of an organization.
- Finally, the student will gain an understanding of leadership and its importance in contemporary businesses.
- Prerequisite: BUS 123 or permission of the Dean of the School of Business.

**BUS 235** Principles of Marketing

- A basic study of the distribution of goods and services is developed in detail.
- Marketing institutions and their processes in retail and wholesale distribution are considered along with a study of pricing policies and governmental controls.
- The decision-making process is illustrated by the use of case studies.
- Prerequisite: BUS 123 or permission of the Dean of the School of Business.

**BUS 240** Human Resource Management

- This course is based upon the concept of the Service Profit Chain that shows a direct correlation between loyal customers and loyal employees.
- The course explores the human resource function in an organizational setting.
- Topics covered will include: the selection process, organizational culture, employment law, compensation, professional development and labor unions.
- Students may receive credit for only one of the following courses: BUS 141, BUS 240 or BUS 342.

**BUS 245** The Diverse Workforce

- This course concentrates on the multiple effects of the changing demographics, technology, globalization and the diversity of our new workforce.
- There will be particular emphasis on the skills required to effectively manage this new diverse workforce.

**BUS 315** Legal Issues in Human Resources

- This course examines the laws and regulations affecting the American labor force.
- It also examines the basic employment concerns from the perspective of both the employer and employee.
- Issues such as health and safety, opportunity, hours of work and minimum wage are covered.
- Current court rulings and cases are studied as they relate to individuals and firms in the workforce setting.

**BUS 317** Staffing and Recruitment

- This course covers the fundamentals of recruitment, selection and placement techniques.
- This includes topics such as employee testing, drug testing, handwriting analysis and interviewing.

**BUS 321** Entrepreneurship

- This course examines the nature of entrepreneurship and the role of entrepreneurship in society.
- It investigates the entrepreneurial process in a variety of contexts.
- The course explores a variety of issues surrounding new venture creation, including the business plan, the economics of the business, determining resource needs and acquiring resources, marketing requirements, deal structure, technology issues and ethical issues among others.
- Prerequisite: BUS 123 or permission of the Dean of the School of Business.
- Student may receive credit for only one of the following courses: BUS 321 or BUS 221.

**BUS 325** Principles of Finance and Budgeting

- Provides an understanding of the finance function and the responsibility of a financial manager in both for-profit and not-for-profit organizations.
- Develops the tools and concepts necessary for effective financial decision making and problem solving.
- Topics such as financial ratio analysis, cash flow, asset management, budgeting and cost of capital are covered.
- Prerequisites: ACCT 103; and AMGT 102 or BUS 123.

**BUS 337** Organizational Behavior

- The purpose of this course is to examine human behavior in organizations at the individual and group levels including the effect of organization structure on behavior.
- Specific attention will be placed on the use of organizational behavior concepts for developing and improving interpersonal skills.
- Prerequisite: An introductory course in the discipline
- (SOC 113, BUS 123, PSY 111) and junior standing, or permission of the Dean of the School of Business.

**BUS 341** Statistical Analysis and Decision Making

- This course familiarizes students with the basic concepts of business statistics and decision making and provides a comprehensive overview of its scope and limitations.
- Students perform statistical analyses of samples, compute the measures of location and dispersion, and interpret these measures for descriptive statistics.
- Other sections review linear regression, multiple regression and correlation analysis, as well as model building, model diagnosis and time series regression using various models.
- After a review of the basic concepts of probability, students apply discrete and continuous distributions of probability.
- Other topics include constructing a hypothesis on one and two samples, performing one-way and two-way analyses of variance, and applying nonparametric methods of statistical analysis.
- Prerequisites: ECO 150 or ECO 111 and ECO 112; and MTH 240 or MTH 239 or MTH 242; or permission of the Dean of the School of Business.
- Student may receive credit for only one of the following courses: BUS 341 or BUS 241.

**BUS 344** Operations Management

- This course introduces students to operating practices and models in the manufacturing and service fields.
- Topics include: planning the size and scope of a production process, purchasing and accounting for raw materials as well as the production process flow, quality management, and the technology utilized in managing all operations.
- Students will examine workforce issues, productivity and areas that relate to the service industry.
- Finally, students will learn the importance of project planning and its impact on all industries.
- Prerequisite: Junior or senior standing or permission of the Dean of the School of Business.

**BUS 346** Negotiations

- This course develops student conflict management skills.
- Through lectures and interactive exercises students learn how to achieve desired outcomes.
- By exposure to consumer behavior theory as well as the study of interpersonal relationship theory, course participants learn how to arrive at “win-win” solutions.
- Students will learn that everything is negotiable and what techniques work best depending upon the setting.
- The course will be taught by experienced practitioners who have been very successful in conducting successful negotiating in their careers.
- Prerequisite: Junior or senior standing or permission of the Dean of the School of Business.

**BUS 399** Special Topics in Business

- This course addresses special topics in business, using current theories in business to analyze that topic.
- Through comprehensive readings, students’ ability to think critically about the topic and the discipline will be developed.
- A research paper (a minimum of 15-20 pages) and a seminar-style class presentation will be required.
- Special Topics courses are repeatable for credit if the topic is different.
- Prerequisites: Junior or senior standing and completion of an introductory course in the discipline, or permission of the Dean of the School of Business.
- Offered on an as-needed basis.
BUS 400 Business Internship 3–15
This internship course offers students on- or off-campus placements and a weekly seminar to integrate in-class learning with the practical knowledge gained from first-hand experience in a business setting. This valuable experiential learning assists students in formulating career objectives and better prepares them for future employment. The following number of hours are required for the designated number of credits: 96 hours for 3 credits (8 hours per week for 12 weeks); 192 hours for 6 credits (16 hours per week for 12 weeks); 288 hours for 9 credits (24 hours per week for 12 weeks); 384 hours for 12 credits (32 hours per week for 12 weeks); 480 hours for 15 credits (40 hours per week for 12 weeks). Internship courses are repeatable for credit; only 15 credits will count towards the degree. Prerequisite: Have completed at least 60 credits; matriculated in a Dean College bachelor's degree program; the required minimum cumulative GPA (internship site at Dean/internship site outside of Dean): 2.000–2.300 for 3 credits; 2.300–2.500 for 6 credits; 2.500–2.700 for 9 credits; 2.700–3.000 for 12 credits; 3.000–3.300 for 15 credits; and be in good judicial standing. Approval of the Academic Advisor, Director of Career Planning and Internships, and Dean of the School of Business.

BUS 405 Leading the Organization 3
The management function of leadership is defined as influencing others to achieve organizational goals. This course will focus on this topic on theoretical and practical levels. Topics to be covered include leadership theories, conflict management techniques and leadership skills. Because the best leaders are those who know themselves, time will also be spent increasing the students’ self-awareness of personality and leadership traits. Prerequisite: Junior or senior standing or permission of the Dean of the School of Business.

BUS 415 Business Policy and Strategic Management 3
Business Policy and Strategic Management is the study of the functions and responsibilities of senior management as they lead an entire organization – establishing and updating its mission and goals, and designing and implementing the strategies to achieve this mission in light of a continuously changing environment. In order to fulfill their role, effective senior managers must understand the organization in its entirety – each functional area as well as the interactions among those areas. As a result, while prior courses have focused on a single functional area of business (for example, marketing, finance, accounting, management), this senior capstone course will integrate the knowledge from all these courses in order to focus on the total business situation from the perspective of senior managers. During the course, students will analyze business problems in order to develop strategic plans to effectively lead and manage organizations, and improve organizational performance. Students will be assigned to teams each of which will be required to develop a business plan for a new or existing business. Students complete this course in their final semester. Prerequisite: Senior standing or permission of the Dean of the School of Business.

BUS 417 Benefits and Compensation 3
This course explores every aspect of a variety of benefit and compensation packages. Specific emphasis will be placed on retirement pension plans, disability and group insurance, as well as training and employment services. Prerequisite: Junior or senior standing or permission of the Dean of the School of Business.

BUS 450 Senior Seminar 3
This course is designed to provide students with the skills necessary to transition from college to their careers and/or graduate school. It also assists students with the ongoing development of the attributes necessary for professional and personal success in their chosen next step after graduation from Dean College. Topics and activities include but are not limited to: self-assessments regarding aptitudes and interests; exploration of career opportunities for business majors; informational interviewing and job shadowing; cover letter and resume writing; concrete job search strategies; job interview preparation; professional networking; identification of continued volunteer and part-time opportunities to enhance marketability; graduate school exploration and application preparation; and project and stress management skills needed to navigate the job search process while completing their college degree. Students will also develop a career portfolio that will form the foundation of a portfolio to use throughout their careers. Prerequisite: Senior standing, or permission of the Dean of the School of Business.

CHEMISTRY

CHM 151 General Chemistry I 4
An introduction to the fundamental principles of chemistry. The nature and types of chemical reactions and the mass and energy relationships accompanying chemical changes will be emphasized. Prerequisite: junior or senior standing or permission of the Dean of the School of Liberal Arts and Sciences.

CHM 152 General Chemistry II 4
Equilibrium, kinetics and electrochemistry are the primary focus of this course. Prerequisite: CHM 151, or permission of the Dean of the School of Liberal Arts and Sciences.

COMMUNICATIONS

COM 121 The Changing World of Communications: Mass, Social and Emerging Media 3
An introduction to the print, film, broadcast, social and emerging media. An examination of the history, organization, current influence and future trends, stressing the educational, cultural and influential powers exerted by the media.

COM 252 Media, Conflict and Power 3
This course examines the ways in which modern mass media have altered the dynamics of politics in the United States. It will also cover the ways the mass media influence how one thinks and acts in the political world. In addition, the course breaks down the role of the media in campaigns and elections, how the news influences our political attitudes and behaviors, and how media coverage of government influences policy makers. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

COM 255 Sports and Media: Did You See the Game Last Night? 3
Students explore moral and ethical issues in sports as presented in the media. The development of a personal philosophical and an understanding of social responsibility in the sport management setting are specific goals of the course. Topics may include, but are not limited to, cheating, violence and intimidation, sports reporting, the role of media (tweeting, videos, reports) in sports decisions, winning and losing, sportsmanship, eligibility, performance enhancing aids, scandals in sport, race and gender. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

COM 327 Applied Professional Communication 3
In this course, students will examine and apply communication concepts, theories and skills that are critical to success in business and professional contexts. Students advance their knowledge and skills in interpersonal, group, organization and public communication contexts. Topics studied include culture, conflict, constructive criticism, decision making, interviewing, language, networks, nonverbal communication, roles and relationships. Learning activities involve interviewing, researching, preparing presentations, and providing feedback to others. Prerequisite: Junior or senior standing or permission of the Dean of the School of the Arts. Fulfills upper-division core requirement for all bachelor's programs.

CYBERSECURITY

CRM CS 100 Introduction to Cybersecurity 1
Provides an introduction to the world of cybersecurity. The course begins with a discussion of how hackers operate, reviewing some of the more common hacker methods and reconnaissance activities. The course then introduces the different terminology, products, services, and elements of cybersecurity, including both the physical security threats and the defenses. The course provides an introduction to security protocols and their role within a secure network infrastructure, and provides an overview of a variety of security technologies such as firewalls, router security, virtual private networks (VPNs), and wireless security. The course also includes a discussion of security policies and protocols, giving the student an appreciation of the importance of security policy. The course also addresses current topics in cybersecurity such as the Internet, email, social media, and Google hacking.

CRM CS 101 Computer Systems Fundamentals 3
Provides an introduction to all aspects of computer security. It describes threats and types of attacks against computers to enable students to understand and analyze security requirements and define security policies. In the course we will discuss major models in computer security such as Bell-La Padula, Biba and Clark-Wilson, and compare their properties and roles in implementation. Security mechanisms and enforcement issues will be introduced and security features of major application systems will be discussed as practical examples. Other topics include cryptography, planning for security, risk management, security standards, law and ethics.
COURSE DESCRIPTIONS

ECONOMICS

ECO 110* Debt: Yours, Mine and Ours 3
This course will explore the causes and consequences of incurring debt at the individual and government levels. In addition to increasing consumer debt, governments at all levels – local, state, national, and international – are assuming increasing debt as their spending exceeds their revenue sources. Students will learn why and how debt is increasing and what impact it has on household and societal economic welfare. The course will address what can be done to reduce debt both for consumers and governments. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

ECO 111 Principles of Economics – Macro 3
Emphasis is on an analytical study of the forces responsible for determining the level of output, employment, and income, and the techniques for directing those forces into the desired directions of full employment, stable prices, increased standards of living, and a favorable balance of payments positions. Special attention is given to the business cycle, theories of growth and development, techniques of national income accounting, and the role of government. Students may receive credit for only one of the following courses: ECO 111 or ECO 150.

ECO 112 Principles of Economics – Micro 3
Emphasis is on an analytical study of the forces responsible for determining the level and composition of consumer demand, output of the firm, and the supply and demand of factor inputs. It is concerned with the determinants of the prices of goods, labor, capital and land. Careful attention is paid to the economics of pollution and the theory and practice of international trade, with special emphasis on current international economic problems. Students may receive credit for only one of the following courses: ECO 112 or ECO 150.

ECO 150 Principles of Economics 3
This course is an introduction to how societies confront the economic problem; i.e., how societies provision themselves to deal with the problem of scarcity. Stress is placed on how markets work. Microeconomic topics include supply and demand analysis, consumer choice theory, cost functions, market structures and consumer welfare theory. Macroeconomic topics include gross domestic product determination, aggregate demand analysis, the determinants of inflation and unemployment, international trade, and monetary and fiscal policy. Students may not receive credit for both ECO 150 and either ECO 111 or ECO 112.

EDUCATION

EDU 103 Foundations of Education 3
This foundation course focuses on historical, philosophical and socio-economic influences on current educational classroom practices. Upon successful completion of this course, the student will have a foundation for understanding the history of education in the United States, various philosophical models of teaching, aspects of quality education, child development theories, and the impact of contemporary challenges on education, as well as the educator’s role and responsibilities. This course is designed to introduce the student to the professional practice of education. Students seeking to work with children in third grade or older should take this course. Those seeking to work with younger children should take EDU 111.

EDU 111 Introduction to Early Childhood Education (ECE) 3
Through discussion and observation, students will explore the history of early childhood education and its influences on current classroom practices, various philosophical models, aspects of quality in early childhood programs, strategies for observation, the role of play in children’s learning, planning of integrated curriculum, professional development of the early childhood teacher, and basic overview of the development of young children. Students seeking qualification from MA DEEC, or seeking to work with children in second grade or younger, should take this course; those seeking to work with children in grades three or higher should take EDU 103.

EDU 114 Infants and Toddlers Care and Curriculum 3
This course focuses on the care and teaching of infants and toddlers in group settings. The developmental characteristics of children from birth to 2.5 years of age will be the basis for planning appropriate learning experiences, organizing the physical environment, and recognizing the importance of interpersonal relationships.

EDU 116 Issues and Policies in Early Childhood Programs 3
This course explores the history and development of day care, the various types of child care and what defines quality child care for children from birth to school age. Emphasis is placed on curriculum; physical, temporal and personal environments; and licensing and regulation of child care in this country. The course also explores parental concerns and child advocacy issues. In addition, analysis of legislation and the politics of child care are explored, along with the structure of government funding for child care. Students will take part in activities that celebrate the “Week of the Young Child.”

EDU 130 Classroom Behavior Management 3
This course is designed to recognize both the teacher’s need to maintain basic classroom control and the young child’s need for self-expression in a safe, accepting environment. Students will learn ways to modify behaviors that foster self-esteem and self-control in children as well as their caretakers.

EDU 231 Curriculum for Young Children 3
This course is designed to provide the student with a developmental approach to early childhood education programming, stressing the value of active learning and open-ended experiences in all areas of the curriculum. The interrelation of each area of the curriculum in the total learning experience is stressed, with particular emphasis on art, music, movement, mathematical thinking, literacy, dramatics, woodworking and science. Prospective teachers develop techniques of planning, implementing and evaluating child-centered opportunities for daily programming and techniques for extending children’s individual learning. Lecture and workshop methods are used to equip the student with ideas to take back to the classroom. EDU 231 may be taken concurrently with EDU 280/281; if taken prior to EDU 280/281, students must earn a C– in EDU 231 to be allowed to enroll in EDU 280/281. Prerequisite: EDU 251, PSY 211 or permission of the Early Childhood Education Program Director.

EDU 251 Child Growth and Development 3
This course explores the principles of child growth and development, as well as factors that influence the growth process from birth to age 12. Particular emphasis is given to the application of theory to children’s behavior based on the study of their physical, social-emotional and cognitive development. Observations and participation at the Dean College Children’s Center will offer the student the opportunity to link theory to classroom practice.

EDU 261 The Special Needs Child 3
This course is designed to help those who will be working with the special needs child in a regular classroom or special education setting. Students will study physical, cognitive and behavioral developmental problems in young children and will learn management techniques to aid them in mainstreaming these youngsters. Special attention will be given to community resources for the teacher and effective ways of working with parents. Prerequisite: EDU 251 or PSY 211.

EDU 265 Health, Safety and Nutrition 3
This course explores current concepts in health, safety and nutrition for young children. It focuses on creating and maintaining safe and healthy environments, sharing knowledge of proper nutrition, and fostering the overall well-being of young children.
ENGLISH

ENG 111 Composition 3

This course develops the student's ability to think clearly and write effectively. Classroom sessions focus on concept development, organization of ideas, and techniques for writing college essays, critical analysis of text, and process writing. Lab sessions reinforce skill development. Both formal and informal writing assignments, as well as nonfiction reading and reflection assignments, are emphasized throughout the course. Instruction in the following essay models is emphasized in all sections: introductory writing assignment teaching the writing process, two expository essays incorporating a combination of rhetorical modes, and a documented research essay. Students must achieve a grade of C- or higher to meet the prerequisite for ENG 112. This course fulfills a College Core requirement.

ENG 112 Composition and Literature 3

This course is a continuation of the college writing requirement. Readings in poetry, drama, the short story and the novel introduce students to literary genres and provide a basis for discussion and analysis. Students learn to recognize and respond to basic literary techniques and devices, and to utilize the insights gained in the development of expository prose writing. Writing assignments include shorter responses to the literature and several expository essays. Prerequisite: C- or better in ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills a College Core requirement.

ENG 115* Multiracial and Multicultural Identity: Breaking the Census Box 3

In a world where race, ethnicity and cultural identity are or may be very singular and even polarizing discussions, this course will include contemporary literature that both grapples with and celebrates multiracial identity. The literary works explore family, interpersonal and professional relationships, issues of class and education, political and social consciousness, the immigrant narrative, and often what is referred to as the "return" narrative. The multiracial voice is one of increasing interest, as is the ongoing conversation around race, color and ethnicity in addition to how one may choose to identify oneself. Through current works of literature by authors such as Danzy Senna, Danielle Evans, Natasha Tretheway, Julia Alvarez, Garrett Hongo and James McBride, students will explore the advantages and challenges of dual identities. Students may receive credit for only one of the following courses: ENG 115 or ENG 215. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Humanities requirement.

ENG 150* New England: Life, Lore and Literature 3

This course is a study of literature and landscape, folklore and history revealing the regional stamp that defines New England, the Northeastern region of the United States. From ocean to mountain, from cities to rural villages, from suburbs to communities, from Puritans to Transcendentalists, and from immigrants to intellectuals, New England embodies the beauty and diversity of American life. The local color of New England is distinguished by its stories, its poets and its food; sample the flavors of this unique part of America. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Humanities requirement.

ENG 155* The Beat Generation: The Culture of Cool 3

Rejecting the culturally conservative mood of America in the 1950s, the beat movement in American literature expressed a raw intensity that tested the boundaries of creative freedom. This was a generation of artists who rebelled against received forms and opened literature to a range of experiences previously repressed as marginal or dangerous: among them, madness, ecstasy, addiction and religious dread. This course studies the poetry and fiction of the Beat Generation and incorporates music, film and pop cultural journalism. Writers may include Allen Ginsberg, Jack Kerouac, Lawrence Ferlinghetti, Ken Kesey, William S. Burroughs, Diane DiPrima, Gary Snyder, Charles Bukowski, Mike McClure, Richard Brautigan, Norman Mailer, Neil Cassady, Carolyn Cassady, Gregory Corso, Joyce Johnson and Anatole Broyard. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Humanities requirement.

ENG 170* Symbols, Situations and Characters: From Folktale to Myth 3

This course will explore how folklore motifs and symbolic myths are revealed and repeated in some of the greatest psychological, literary and artistic works of all time. In reading, viewing and understanding these works, we better understand what it means to be human in all places and all times. It is based on a foundation of these motifs, symbols and archetypes as seen in the writings of such masters as Freud, Jung and Campbell among others, and their application to such great thinkers, writers and works as Homer, Arthurian legends and Shakespeare, and major works of art as seen throughout Western Civilization. The universal archetypes profoundly illustrate the elemental yearnings, fears and tendencies found in all people of all historical and geographical periods. They teach us what it means to be human. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Humanities requirement.
COURSE DESCRIPTIONS

ENG 217  Social Issues in Literature  3
This course explores contemporary literature with a focus on the social issues of our time. Using literature, the course examines phenomena such as marriage, families, religion, race, war, music, science, technology and gender. Prerequisite: ENG 112 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

ENG 231  American Literature to 1860  3
This course studies major writers and literary movements from the early years of discovery to the Civil War, emphasizing the emergence of American landscape, character and theme. The course will include such writers as Bradstreet, Edwards, Franklin, Jefferson, Poe, Bryant, Emerson, Thoreau, Hawthorne, Melville and other voices. Prerequisite: ENG 112 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

ENG 232  American Literature from 1860  3
This course studies major American writers and literary movements from the Civil War through the aftermath of World War II, emphasizing both changing and enduring values in American literary and intellectual thought as expressed through the works of such writers as Whitman, Dickinson, Twain, Crane, Jewett, Cather, James, "The Lost Generation," Frost, Hughes and others. Prerequisite: ENG 112 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

ENG 240*  Literature of Food: Bread for the World  3
Eating is necessary for human survival, yet it also connects us together as a social function. What we eat defines our family, class and ethnic uniqueness. When food is written about in literature, it allows us to experience it with all our senses and have a deeper understanding of its significance. Readings in this course will include texts that use food to introduce themes of pleasure, love and loss. Classes will focus on how these texts create their narrators as they experience food memory, food discovery and food desire. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

ENG 242*  Reading World Revolutions  3
This course is devoted to the study of modern world revolutions in France, Russia, the Dominican Republic and Iran. In addition to exploring the historical context of modern revolutionary moments, this course also examines the creative work that emerged in response. Students will gain a broad understanding of what causes societies to overturn revolutionary moments, this course also examines the creative work that emerged in response. Students will gain a broad understanding of what causes societies to overturn revolutionary moments, this course also examines the creative work that emerged in response. Students will gain a broad understanding of what causes societies to overturn revolutionary moments, this course also examines the creative work that emerged in response. Students will gain a broad understanding of what causes societies to overturn revolutionary moments, this course also examines the creative work that emerged in response. 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**FDR 101** Creating Perpetual Annual Giving 3
Organizations need a strong foundation upon which to build their programs. The annual fund is just that foundation. The student will learn how to build a prolific program from scratch to finished product. The student will build a case for support using market-driven information with solicitation strategies, and learn how to incorporate volunteers to maximize performance. This course details the theory and practice of annual giving and details innovative concepts and specific tactics that cover every aspect of annual fund programs. Whether you’re a newcomer or a veteran fundraiser at a school, college or university, you will be inspired to formulate new ideas and to rethink your program. Students will examine the role that annual giving plays in the development program and how it influences-and is influenced by the alumni program, the major gift program and the campaign. Course activities will include written assignments, discussion forums and case studies.

**FDR 102** Gift Planning: Tools to Maximize Giving 3
Starting with the bare essentials of a gift planning office, the charitable bequest and the charitable gift annuity, this course will demonstrate how to acquire these basic gifts. From there, the growth of the Gift Planning program will include the more complex gifts of Charitable Remainder Trusts, Charitable Lead Trusts and Pooled Income Funds. This course will teach the student how to match the donor’s intent and assets with the proper giving vehicle.

**FDR 103** Acquiring Major Gifts 3
The student will learn the donor-centered approach to major gift fundraising, including understanding the relationships necessary to get to the “ask” for a transformational gift for the institution. The student will gain the essential skills of engaging the prospect in a partnership that results in a truly difference-making gift.

**FDR 104** Capital Campaign Strategies 3
This course provides conditions happening every day in the real world of managing a capital campaign. The course will test the student’s charitable organizations preparedness to launch a public campaign. Learning how to motivate staff, volunteers and understanding when and why a consultant should be incorporated into the overall strategy for guidance.

**HEALTH SCIENCES**

**HSCI 201** Introduction to Nursing 4
This introductory seminar exposes students to the discipline of nursing from its historical roots through current status and future trends. It introduces students considering a nursing career to the philosophy and concepts of bachelor's education in nursing. The relationship between nursing and non-nursing courses is considered in the development of the professional nurse. Roles of the professional nurse are examined with regard to theory, research and practice as well as professional, social, legal and political issues. Prerequisite: This course is open to sophomore level students in the Health Sciences – Pre-Nursing concentration only. Pending enrollment, this course may be offered at Regis College.

**HISTORY**

**HIS 151** World History I, to 1500 3
This course is devoted to the study of civilizations from the 15th and 16th centuries to the present. Themes examined include: the interaction of major transitions in United States history (slavery, industrialization, war, urbanization, economic depression, the women’s movement, the Civil Rights Movement) with the changing status and roles of women in America. Prerequisite: HIS 111, HIS 112 or HIS 160, and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**HIS 152** World History II, 1500 to Present 3
This course is devoted to the study of civilizations from the 15th and 16th centuries to the present. Themes examined include: the interaction of major transitions in United States history (slavery, industrialization, war, urbanization, economic depression, the women’s movement, the Civil Rights Movement) with the changing status and roles of women in America. Prerequisite: HIS 111, HIS 112 or HIS 160, and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**HIS 160** Cold War America: Culture and Conflicts 3
This course explores the social, economic and political forces shaping American culture during the height of the Cold War. Topics of study include the causes and culture of consumer conformity and anti-Communism, the social and political rebellions of the 1960s, and the experiences of the war in Vietnam. Students will encounter multidisciplinary primary sources (music, art, film, literature, documentation) as well as scholarly accounts of the past. Students may receive credit for only one of the following courses: HIS 160 or HIS 213. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**HIS 260** The Holocaust in History and Memory 3
In the context of the Second World War, Nazi Germany implemented a program of systematic, state-sponsored mass murder, targeting people with disabilities, gay men and lesbians, Gypsies and, above all, European Jews. Since the end of the War, the Holocaust and its horrors have continued to pose disturbing problems for survivors, lawyers, historians, writers, artists and the international public. Across the globe, people have sought to come to terms with this event through historical study, commemoration and creative representation. In this course, students will gain a broad understanding of Holocaust history, as well as the myriad ways it has been memorialized through literature, art and architecture. At the end of the course, students will apply their knowledge of the Holocaust to investigate how historical memory shapes current cultural and political debates. Coursework will include analysis of historical documents, literature, art and architecture, as well as exams, short response papers and a final research paper. Discussion and lecture. Students may receive credit for only one of the following courses: HIS 253 or HIS 153. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**HIS 242** Reading World Revolutions 3
This course is devoted to the study of modern world revolutions in France, Russia, the Dominican Republic and Iran. In addition to exploring the historical context of modern revolutionary moments, this course also examines the creative work that emerged in response. Students will gain a broad understanding of what causes societies to overturn and how individual artists represent this upheaval. Coursework will include reading traditional and graphic novels, primary source documents, as well as scholarly accounts of the four revolutions. Discussion, active learning exercises and lecture will structure class time. Assessment through papers, a teamwork project and exams. This course is crosslisted with ENG 242. Students may receive credit for only one of the following courses: ENG 242 or HIS 242. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Humanities requirement.

**HIS 253** Post/War: Violence and Its Consequences in 20th Century Europe 3
Warfare and its consequences defined Europe’s tumultuous 20th century. This course familiarizes students with the narrative of European history from 1914 until the turn of the 21st century. In particular, it explores the disastrous period of world war and social upheaval from 1914 to 1945, as well as postwar consequences for Europe’s place in global affairs. After surveying the rise and fall of Cold War societies in Europe from 1945 to 1989, the course concludes by considering the European Union as an attempt to transcend 20th-century violence and upheaval. Through this historical example, students will have the opportunity to consider the enduring question of how societies cope with warfare and its consequences. Why does extreme violence often produce more violence? How have societies managed to stop cycles of violent warfare? Can a society ever truly become Post/War? Students will be able to reflect upon such questions through analysis of historical sources, literature and art. Coursework will include exams, short response papers and a final research paper. Discussion and lecture. Students may receive credit for only one of the following courses: HIS 253 or HIS 153. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.
HIS 395  History of Blues Culture 3
A survey of the genesis of and developments in blues music from the 19th century to the late 20th century. Musical innovation will be coupled with social and historical narratives for context, thereby highlighting the connections between social circumstance and musical expression. Blues music’s roots in Western Africa and American slavery will be exposed. The historical narrative will carry the story of the blues through the Jim Crow era, and then cover diversification in blues music in the post-World War II era. Students may receive credit for only one of the following courses: HIS 395 or HIS 295. Prerequisite: Junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

LIBERAL ARTS AND STUDIES

LAS 111  Introduction to the Liberal Arts 3
This course is designed as an introductory foundation to the disciplines within the broad areas of the humanities and the social sciences. Specific discipline areas will include English, history, psychology and sociology. The course will introduce not only what each discipline covers, but also how experts in each discipline area study the world around them. What do they study? What kinds of questions do they ask? How do they create knowledge? How do they understand and express the nature of humanity? How are the disciplines distinct? How are the disciplines interconnected?

LAS 400  Liberal Arts and Studies Internship 3–15
This internship course offers students on- or off-campus placements and a weekly seminar to integrate in-class learning with the practical knowledge gained from first-hand experience in an organization. This valuable experiential learning assists students in formulating career objectives and better prepares them for future employment. The following number of hours are required for the designated number of credits: 96 hours for 3 credits (8 hours per week for 12 weeks); 192 hours for 6 credits (16 hours per week for 12 weeks); 288 hours for 9 credits (24 hours per week for 12 weeks); 384 hours for 12 credits (32 hours per week for 12 weeks); 480 hours for 15 credits (40 hours per week for 12 weeks). Internship courses are repeatable for credit; only 15 credits will count towards the degree. Prerequisites: Have completed at least 60 credits; matriculated in a Dean College bachelor's degree program; have the required minimum cumulative GPA (internship site at Dean/internship site outside of Dean): 2.000–2.300 for 3 credits; 2.300–2.500 for 6 credits; 2.500–2.700 for 9 credits; 2.700–3.000 for 12 credits; 3.000–3.300 for 15 credits; and be in good judicial standing. Approval of the Academic Advisor, Director of Career Planning and Internships, and the Associate Dean of the School of Liberal Arts and Sciences.

LAS 415  Critical Theory 3
This course examines the most important themes in intellectual history since the end of the 19th century. The focus of the course will be major 20th-century theories and applications including: historical, formalist, archetypal, psychoanalytic, Marxist, reader-response, new historicist, feminist, postcolonial, American multicultural, structuralist and various post-structuralist perspectives. Prerequisites: ENG 320 and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

LAS 450  Senior Seminar 3
This course is designed to provide students with the skills necessary to transition from college to their careers and/or graduate school. It also assists students with the ongoing development of the attributes necessary for professional and personal success in their chosen next step after graduation from Dean College. Topics and applications include but are not limited to: self-assessments regarding aptitudes and interests; exploration of career opportunities for liberal arts graduates; informational interviewing and job shadowing; cover letter and resume writing; concrete job search strategies; job interview preparation; professional networking; identification of continued volunteer and part-time opportunities to enhance marketability; graduate school exploration and application preparation; and project and stress management skills needed to navigate the job search process while completing their college degree. Students will also develop a career portfolio that will form the foundation of a portfolio to use throughout their careers. Prerequisite: Senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

LAS 495  Senior Capstone 3
The purpose of the capstone is to provide an integrative experience for seniors that will allow them to apply what they have learned in previous coursework. This course provides an opportunity to pursue independent research on a topic of one’s own choosing, and to develop and defend answers to questions of interest to the student. This will culminate in a major research paper completed under the supervision of a faculty member, and a presentation of the research results to the faculty of the Liberal Arts and Studies bachelor’s degree program. Prerequisite: Senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

MATHS

MTH 130  Introductory Statistics 3
Topics include descriptive statistics, measures of central tendency and dispersion, probability rules and probability distributions, the central limit theorem and simple hypothesis testing. Application to real-world problems is stressed throughout the course.

MTH 150  Foundations of Quantitative Reasoning 3
Mathematical skills spanning algebra, geometry and basic descriptive statistics are embedded in a series of challenges facing adults in today's world. The course provides students with the background information and mathematical skills essential for personal financial and consumer literacy. Finance topics include: compound interest and its relationship to savings and debt (credit cards, student loans, mortgages), balancing a bank account, essential personal taxes, stocks, bonds and investment planning. An exploration of the federal budget will be included. The course introduces the quantitative basis for statistical surveys (fundamentals of preparing and reading tables, graphs and charts), unit conversion skills and geometrical principles used in simple building projects. The process of rigorous mathematical thinking (inductive, deductive and algorithmic) is emphasized. This course fulfills a College Core requirement.

MTH 151  Precalculus I 3
This course is the gateway to the study of higher mathematics. It is useful preparation for courses with quantitative content. Topics include: rational expressions and equations; radicals and exponents; linear, quadratic and polynomial functions; function theory and graphing; introduction to function composition and inverse functions; exponential and logarithmic functions; and an introduction and application of trigonometry concepts. Prerequisites: A grade of a C- or better in MTH 150 or MTH 130, by math placement exam, or permission of the Dean of the School of Liberal Arts and Sciences.

MTH 160*  The Mathematics in Art: Connecting Art and Mathematics 3
Mathematics is a universal and fundamental principle upon which life is organized; if art and music are intrinsic components of the human experience then we can explore their mathematical relationships. Throughout the ages, mathematics has been used to produce works of art. Number systems, patterns, art forms and aesthetics are different between cultures – these connections, cultural beliefs and conventions will be explored. Students will learn the mathematical concepts necessary to understand how math is embedded in art. While quantitative thinking and mathematical systems will be explored and formulas employed, this course will not emphasize mathematical skills. While art has been used to expand mathematical knowledge it has also been used to analyze art, for example, classifying figures based on their symmetry, and study 17th century Japanese woodcuts and abstract expressionist such as Jackson Pollock. Revolutions in art and in mathematics have often been closely tied. The Renaissance in art, preceded and to some extent made possible, the Renaissance in mathematics. Prerequisite: ENG 111, MTH 150 or MTH 240; or permission of the Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Natural Sciences and Mathematics requirement.

MTH 165*  The Mathematics of Chance: The Odds of Winning 3
This course presents the mathematics underlying games of chance and provides a precise account of the odds associated with many gaming events. It begins by explaining in simple terms the meaning of the concept of probability for the layman and goes on to become an enlightening journey through the mathematics of chance, randomness and risk. This course is also intended to demonstrate the mathematical theories behind gambling and games of chance while integrating knowledge set into the societal context of casino development and gambling addiction. Topics explored will include the various forms of gambling today and the math principles and counting techniques upon which they are based. Games will be examined for both their fundamental principles and the math tricks and tools that successful players bring to these games. In conjunction, the local- and state-level economics of casinos and the gaming industry will be discussed. The goal is mainly to make students more quantitatively literate. Prerequisite: ENG 111, MTH 150 or MTH 240; or permission of the Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Natural Sciences and Mathematics requirement.

MTH 238  Quantitative Analysis I 3
This course is designed to cover the mathematics concepts needed to understand and solve business problems. Topics include linear functions and graphs, systems of linear equations, matrices, inequalities and linear programming. A strong emphasis is placed on mathematics of finance and statistics in business. Applications to business and economics problems are stressed throughout the course. Prerequisite: B or better in MTH 150, or a C- or better in MTH 151, permission of the Dean of the School of Liberal Arts and Sciences, or placement by math assessment exam. Students may receive credit for only one of the following courses: MTH 238 or MTH 240.
COURSE DESCRIPTIONS

MTH 239  Quantitative Analysis II  3
Designed to introduce students to various quantitative techniques used in management, this course emphasizes the practical use of calculus in the solution of relevant business and economics problems. The material is technique-oriented rather than theory-oriented. Topics covered include nonlinear functions, differentiation, integration, optimization techniques and applications. Prerequisite: C– or better in MTH 238, placement by math assessment exam, or permission of the Dean of the School of Liberal Arts and Sciences. Students may receive credit for only one of the following courses: MTH 239 or MTH 240.

MTH 240  Advanced Quantitative Reasoning  4
The purpose of this course is to present analytical skills and concepts used in business and management. It is designed to encompass the focal topics of Quantitative Analysis I and II. An emphasis is placed on quantitative techniques with applications used in business and economics problems. Topics included: algebraic and transcendental functions, mathematics of finance, matrices, inequalities, linear programming; and introduction to the simplex method, limits, continuity, differentiation techniques, marginal analysis, introduction to differential equations, l’Hospital’s Rule, optimization techniques and anti-derivatives, and the Fundamental Theorem of Calculus. Prerequisite: A grade of B or higher in MTH 150, or a C– or better in MTH 151, or placement into MTH 152 or higher; or permission of the Dean of the School of Liberal Arts and Sciences. Students may receive credits for only one of the following courses: MTH 240 or MTH 239.

MTH 241  Calculus I  4
Introduces students to the concepts and contexts of calculus, with an emphasis on techniques and applications. Topics include: inverse functions theory; transcendental functions, including exponential, logarithmic and inverse trigonometric functions; limits; continuity theory; derivative functions; techniques of differentiation; applications of the derivative to real-world situations; L’Hospital’s Rule; and anti-derivatives. Prerequisite: C– or better in MTH 152, placement by math assessment exam, or permission of the Dean of the School of Liberal Arts and Sciences.

MTH 242  Calculus II  4
A continuation of Calculus I, including: the Fundamental Theorem of Calculus, the definite integral with applications from geometry, physics and biology; techniques of integration; introduction to differential equations; infinite sequences and series; and Taylor Series. Prerequisite: C– or better in MTH 241, placement by math assessment exam, or permission of the Dean of the School of Liberal Arts and Sciences.

MUS 150*  The Roots of Popular Music  3
This course is an in-depth study of the origins of popular music in the 20th century and the social and historical context that gave birth to it and related genres and musical offshoots. From blues and country, to punk and heavy metal, students will familiarize themselves with landmark groups, music and movements of different periods, exploring connections between modern music and the artists from the past that have paved the way for the popular music of today. Prerequisite: ENG 111 or permission of the Dean of the School of the Arts. This course fulfills the Core Distribution Arts requirement.

PERFORMING ARTS

PFA 150*  Experiencing the Performing Arts: How to Watch and How to Listen  3
A historical survey of the arts of dance, theatre and music that develops an understanding and appreciation of representative works in the three fields, the place of these arts in history and culture; study graffiti art of Jean Basquette and Keith Haring; performance studies through readings of Grotowski and performance art, folk rock music (Springsteen), rock (Hendrix and Joplin) and hip hop pop (Jay-Z and Lady Gaga); and dance (Alvin Ailey and Merce Cunningham). This course emphasizes the theoretical and has a strong writing component; it is recommended that students first take PFA 150. Prerequisite: ENG 111 or permission of the Dean of the School of the Arts. This course fulfills the Core Distribution Arts requirement.

PFA 250*  I-Arts: The Arts in the Internet Age  3
From interactive installations to “mashups,” digital technology has revolutionized the way we produce and experience art today. Artists using digital techniques and media have radically transformed art and created entirely new forms. This course will explore this dynamic spectrum with a focus on media and performance. Prerequisite: ENG 111 or permission of the Dean of the School of the Arts. This course fulfills the Core Distribution Arts requirement.

PHILOSOPHY

PHL 101  Introduction to Philosophy  3
This course examines some of the basic issues in philosophy, such as arguments for the existence of God, the nature of knowledge and reality, the nature of the mind and the self, the foundation of ethics and society, and the justification for scientific inductive reasoning. The above problems are addressed, for the most part, through a historical approach by examining the views held by central figures in the field over the past two millennia. Reading, discussion and writing are an integral part of the course.

PHL 115  Ethics  3
This course introduces students to the academic discipline of moral philosophy by examining its central questions, including: What is the nature of good and evil, of right and wrong, of freedom and responsibility? Can morality be objectively defined? Can any action be declared either a right or an obligatory act? What systems of moral decision making bring enlightenment to the investigation of ethics? This course will approach these topics historically and philosophically with the use of classic and contemporary writings, student discussions, and case studies in current moral dilemmas including controversial choices in medical ethics, the impact of technology on freedom and responsibility, actions of civil disobedience or of war, and ethics in the workplace.

PHL 120  Business Ethics  3
This course introduces students to the subject of ethics and how ethics finds particular application in the field of business. Students will briefly discuss the following ethical views: Cognitivism vs. Non-Cognitivism, Utilitarianism, Deontology, Egoism and Virtue Ethics. These views will then be applied to the following business-related topics: corporate responsibility, employee responsibility, employer-employee relations, marketing, technology and privacy, and affirmative action, among others.

PHL 215  Beliefs and Behaviors: Comparing the World’s Religions  3
Beliefs about where we came from, who we are, how we should relate to others, or how we should prepare for an eternal future, have certainly shaped our history in many ways. The goal of this course is to benefit from a systematic and objective investigation of the key beliefs, practices and cultural implications of each of the five major religions of the world: Hinduism, Buddhism, Islam, Judaism and Christianity. Students will build a base of knowledge about the religions of the world, be able to compare their similarities and differences, and apply these insights to the personal journey of living in a diverse world. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Humanities requirement.

PHYSICAL SCIENCE

PSC 150*  Water Wars: From Properties to Distribution  4
Water is both essential for all life on Earth and a limited natural resource. Some believe the next war will be fought over water resources. Understanding the scientific importance and geological distribution of water helps define looming geopolitical issues and conflicts. The fundamental concepts, terminology and applications of water chemistry, biology, geology, oceanography and ecology will be explored. Students will develop their critical reasoning skills and gain experience reading and analyzing primary scientific articles as well as articles and editorials in the popular press. The process of rigorous scientific thinking and laboratory skills are emphasized. This is designed as a lab-based course. Meets for 3 lecture hours and 2.2 laboratory hours per week. Prerequisite: ENG 111, and MTH 150 or MTH 240; or permission of the Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Natural Sciences and Mathematics requirement.

PSC 181  The Science of the Environment: Sustaining the Planet  4
Will Earth be able to support 12 billion human beings by the year 2050? Can changes in the way one person uses energy or recycles really help save the environment? Environmental science is an interdisciplinary science that focuses on the interactions between humans and our environment. This course will expose students to a variety of current environmental issues including human population growth, water and soil degradation, agriculture and production of food (including genetically modified organisms), fossil fuel and renewable energy, global climate change, biodiversity and sustainability. Select topics from chemistry, biology and the physical sciences will also be studied to provide an understanding of scientific principles underlying these environmental issues. Critical thinking and assessing the portrayal of environmental issues in the media
**COURSE DESCRIPTIONS**

**POLITICAL SCIENCE**

**POL 150*  Protests: Peril, Power and Progress**  
Across the globe and here in the United States, compelling portraits of social justice and human rights struggles challenge and compel us to answer tough questions about equality, the cost of war and the price of freedom and justice. Students will explore the social, political, legal and historical contexts of selected social justice and human rights conflicts, protests and movements in the United States and around the world. We will wrestle with the ideal and the reality of justice, peace, human rights, civil liberties, civil disobedience, democratic beliefs and values, and the balance between security/public safety and individual freedoms. The focus will be on creating and protecting the right to engage in forms of nonviolent expression that may push the limits of tolerance, invite dispute, challenge the beliefs of the majority or powerful minority and serve as a catalyst for change. Coursework will include analysis of films and other primary and secondary sources including stories, text, music and lyrics. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Natural Sciences and Mathematics requirement.

**POL 211  American Government**  
An analysis of American democratic institutions and the process of government including such topics as: the Constitution, the principles and philosophies that underlie the American form of government, civil liberties and civil rights, political parties, campaigns, elections and voting behavior, and the functions and interrelationships of the branches of government.

**PSYCHOLOGY**

**PSY 111  General Psychology**  
This course introduces students to the scientific discipline of psychology, providing a knowledge base for advanced coursework in the field. Topics include but are not limited to: the history of psychology; research methods in psychology; contemporary paradigms in psychology, including the biological, behavioral, cognitive, psychodynamic and humanistic models; learning the brain and behavior; understanding psychological development over the lifespan; sensation and perception; and social psychology.

**PSY 150*  Psychology of Success**  
This course integrates psychological principles of success with personal and professional development. Students will explore topics such as: self-awareness, goals and obstacles, self-esteem, positive thinking, self-discipline, self-motivation, managing resources, communication and relationships. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

**PSY 155*  Human Sexuality**  
This course surveys the psychology of human sexuality in its biological, psychological, spiritual and social contexts. Students will explore such topics as: sexual anatomy, physiology of human sexual responding, love, intimacy, sexual communication, contraception, sexual behaviors, sexual problems and solutions, sexually transmitted infections, conception, sexual orientation, sexual development throughout life, sexual aggression and violence, paraphilia, prostitution and pornography. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

**PSY 160*  Psychology of Happiness**  
This course investigates the psychological aspects of a fulfilling life. Students will explore topics such as: happiness, love, empathy, self-control, wisdom, commitment, self-respect, self-esteem, hope, friendship, love, achievement, creativity, music, spirituality and humor. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

**PSY 165*  Choices and Consequences**  
“What could I do? I didn’t have a choice.” “Why should I pay the consequences? It wasn’t my decision.” How do we navigate our way through life’s many choices? Over what do we have control in our lives? And how do we deal with what we can’t control? These and other questions around real-life human choices and consequences will be explored through the lens of existentialist psychologists. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

**PSY 170*  Understanding Fan Behavior: A Sociological and Psychological Perspective**  
Have you ever wondered why people spend hours watching sports, memorizing statistics, driving hours to away games, painting themselves in team colors? Why do fans become aggressive toward opponent’s fans? How many people are removed from professional sports events for disorderly conduct? This class will delve into the social, psychological, cultural and historical perspectives of fan behavior. Students will examine case studies and historical events from the popular media in conjunction with personal observations to analyze these concepts. This course is cross-listed with SOC 170. Students may receive credit for only one of the following courses: PSY 170 or SOC 170. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

**PSY 201  Abnormal Psychology**  
This course applies the discipline of psychology to the study of abnormal human behavior. Its nature, etiology and treatment options will be examined through the perspective of the biological, psychoanalytic, behavioral, cognitive, humanistic and systems paradigms. Topics include: the history of psychopathology; the role of the current DSM in diagnosing disorders; the current DSM classifications of disorders found in Axes I and II; and comparing/contrasting the strengths and weaknesses of diagnosis and treatment strategies from the major paradigms in psychopathology. Prerequisite: PSY 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**PSY 202  Human Development: A Lifespan Perspective**  
This is a developmental psychology course with a focus on physical, cognitive, personality and social development through the stages of the life cycle from birth to death: prenatal, infancy, early childhood, middle childhood, adolescence, young adulthood, middle age and late adulthood. Emphasis will be placed on the discovery of both the dynamic nature of human life (how people change through time) and the constancy of human life (what in people stays the same through time). Prerequisite: PSY 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**PSY 211  Child Psychology**  
This course investigates the discipline’s insights into children as they develop biologically, cognitively, socially and emotionally from the prenatal period through the early years of adolescence. Prerequisite: PSY 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**PSY 234  Learning and Memory**  
This is a foundation course in educational psychology that engages the participants in a systematic study of students and teachers, and their interaction in classroom settings. Topics include: classic and contemporary theories of learning; the effect of physical, cognitive and socioemotional development upon learning; understanding the impact of diversity in intelligence, learning and teaching styles; and factors of motivation and management in the classroom. Prerequisite: PSY 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**PSY 241  Adolescent Psychology**  
This course investigates the discipline's insights into children as they develop biologically, cognitively, socially and emotionally during the adolescent years. Prerequisite: PSY 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences.

**PSY 250  Social Psychology**  
Social psychology is the scientific study of the way people think about, feel and behave in social situations. It involves understanding how people influence, and are influenced by, others around them. The primary goal of this course is to provide students with an understanding of the perspectives, research methods and empirical findings of social psychology. An equally important goal will be to develop critical and integrative ways of thinking about theory and research in social psychology. Prerequisite: PSY 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. Students may receive credit for only one of the following courses: PSY 250 or PSY 330.

**PSY 299  Special Topics in Psychology**  
This course addresses special topics in psychology, using current theories in psychology to analyze the topic. Through comprehensive readings, students’ ability to think critically about the topic and the discipline will be developed. A research paper will be required. Special Topics courses are repeatable for credit if the topic is different. Prerequisite: Sophomore standing and PSY 111, or permission of the Associate Dean of the School of Liberal Arts and Sciences. Offered on an as-needed basis.

**PSY 320  Counseling Psychology**  
This course introduces students to the field of counseling. It explores the therapeutic process in different models of counseling along with counseling techniques used by those models. In addition, it introduces students to various approaches to counseling (individuals, groups and families), and it provides opportunities for students to develop essential therapeutic and communication skills. Furthermore, it examines various personal and professional issues related to counseling. Prerequisite: PSY 111 and one 200-level Psychology course or permission of the Associate Dean of the School of Liberal Arts and Sciences. Offered on an as-needed basis.
Course Descriptions

PSY 399  Special Topics in Psychology  3
This course addresses special topics in psychology, using current theories in psychology to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper (a minimum of 15-20 pages) and a seminar-style class presentation will be required. Special Topics courses are repeatable for credit if the topic is different. Prerequisite: PSY 111 and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences. Offered on an as-needed basis.

PSY 400  Psychology Internship  3–15
This internship course offers students on- or off-campus placements and a weekly seminar to integrate in-class learning with the practical knowledge gained from firsthand experience in an organization. This valuable experiential learning assists students in formulating career objectives and better prepares them for future employment. The following number of hours are required for the designated number of credits: 96 hours for 3 credits (8 hours per week for 12 weeks); 192 hours for 6 credits (16 hours per week for 12 weeks); 288 hours for 9 credits (24 hours per week for 12 weeks); 384 hours for 12 credits (32 hours per week for 12 weeks); 480 hours for 15 credits (40 hours per week for 12 weeks). Internship courses are repeatable for credit; only 15 credits will count towards the degree. Prerequisites: Have completed at least 60 credits; matriculated in a Dean College bachelor's degree program; have the required minimum cumulative GPA (interview site at Dean/internship site outside of Dean); 2.000-2.300 for 3 credits; 2.300-2.500 for 6 credits; 2.500-2.700 for 9 credits; 2.700-3.000 for 12 credits; 3.000-3.300 for 15 credits; and be in good judicial standing. Approval of the Academic Advisor, Director of Career Planning and Internships, and the Associate Dean of the School of Liberal Arts and Sciences.

SOCIology

SOC 113  Introduction to Sociology  3
This course examines the influences of society and community upon human order and behavior. Among the areas covered are social stratification, culture, family, socialization, urbanization and sociological research methods.

SOC 170* Understanding Fan Behavior: A Sociological and Psychological Perspective  3
Have you ever wondered why people spend hours watching sports, memorizing statistics, driving hours to away games, painting themselves in team colors? Why do fans become aggressive toward opponent's fans? How many people are removed from professional sporting events for disorderly conduct? This class will delve into the social, psychological, cultural and historical perspectives of fan behavior. Students will examine case studies and historical events from the popular media in conjunction with personal observations to analyze these concepts. This course is cross-listed with PSY 170. Students may receive credit for only one of the following courses: SOC 170 or PSY 170. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

SOC 203* Sociology of the Family  3
This course explores the influence of society and the community on marriage and the family. Topics such as religion and values, heritage, marriage, gender roles, children and the extended family will be studied and discussed. Among the areas covered are the meaning of marriage and family, intimate relationships, family life, family challenges and strengths. This course will examine changes in contemporary families in terms of gender, family composition, women's labor force participation, divorce, cohabitation and other transformations. Prerequisite: ENG 111 or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.
SPC 101 Communication Fundamentals
This course introduces and integrates basic theory, principles and practice of communication in interpersonal, small group and public communication settings. Students expand their understanding of communication and develop their skills and self-confidence in a variety of situations. Learning activities include preparing presentations, engaging in dialogues, providing feedback to others, and participating in group activities. This course fulfills a College Core requirement.

SPC 111 Public Speaking
A fundamental approach to oral communication through study and presentation of various types of informative and persuasive speeches. Focus will be on effective research and organization of ideas to achieve specified purposes. Emphasis on audience analysis, listening, rhetorical structure of messages, ethics, extemporaneous delivery and critical analysis of speeches. Video technology is used to permit more comprehensive analysis of students' progress.

SPEECH

SPORT BASED YOUTH DEVELOPMENT

SBD 100 Introduction to Sport Based Youth Development
This course examines sport-based youth development from various theoretical perspectives, including human development, positive psychology and character education. The history of sports as a platform for character development and the recent evolution of sport programs in the United States dedicated to positive development will be a central theme to help students understand the context by which this new field has evolved. To gain a broader understanding of the diversity of programming, students will study the mission and policies of sport-based youth development programs from around the country and internationally.

SBD 300 Sport in Society
Without knowledge of historical context and cultural influences it is difficult to understand the current state of sports and the best practices for sustainable change. This course aims to provide an overview of the field of sport sociology. The course will focus on the relationship between sports and various social institutions, specifically politics, economics, education and the family. Students will gain understanding of performance enhancing drugs as well as illicit drugs and alcohol abuse, and the impact of these substances on sports and society. Special emphasis will be paid to issues involving race, class, gender and sexual orientation in sport.

SBD 305 Administration of SBYD Programs
Many programs focus only on the theoretical aspects of youth development and don't provide professionals with a foundation in the practical application of those concepts in an organization. This course goes beyond theoretical foundations of SBYD programs to educate students about the organization, management and best practices of SBYD programs. Successful outcomes of SBYD programs are reviewed. Students will examine the continuum of SBYD programs, their strengths and weaknesses, management structure, and training standards. Through an understanding of existing programs and review of plans and polices for future development, students will develop critical understanding of effective, influential, sustainable and positive programming.

SBD 310 Sport Pedagogy
Teaching and coaching are synonymous, although most of the coaches in community-based organizations have little knowledge of the diverse and effective theories of teaching skills and motivating young people. This course will provide students with a comprehensive overview of the various instructional methods and curriculum design in sport. A review of developmentally appropriate skills will be reviewed through a physical, mental, cognitive and emotional lens. A survey of models, such as Long-Term Athlete Development (LTAD) will provide students with evidence-based examples currently being used in the field.

SBD 315 Coaching Techniques and Practice
This course is designed to give students an overview of coaching techniques and theory within team and individual sport contexts. Students will gain an understanding of developmentally appropriate methods of teaching sport-specific skills and youth development outcomes. Through a blend of case studies, theory and practical applications, students will explore and engage in critical analysis of topics such as sport ethics, injury prevention, conditioning, gender equity and inclusion in sport.

SBD 320 Capstone Course
Designed as a week "residency," this course includes the development of a new SBYD program, or the development of a strategic plan for an existing organization (funding, marketing, human resources, training, etc.). This can be tailored to fit the needs of specific organizations.
Our dedicated faculty are experienced educators and respected professionals whose ability to bring real-world value into the classroom enhances our students’ learning experiences.
TO DEAN COLLEGE

Dean College/Franklin MBTA Station
The campus is just a five-minute walk from the Dean College/Franklin MBTA station on Depot Street.

Driving Directions to Franklin
- From Providence, Rhode Island
  Take I-95N to I-495N. Take Exit 17 (Route 140S).
- From MetroWest, Massachusetts
  Take Route 9 to I-495S to Exit 17 (Route 140S).
- From Boston, Massachusetts
  Take I-95S to I-495N. Take Exit 17 (Route 140S).
- From Attleboro, Massachusetts
  Take Route 1 N to I-495N to Exit 17 (Route 140S).

How to Reach Dean College from 140S
Follow 140 South toward Franklin. After CVS, get into the left lane before the next light (Edwin’s Gifts will be on your left). On the green arrow, turn left onto Beaver Street. Go straight. Just before the second traffic light at Town Common, bear right onto Main Street. Follow Main Street to the Dean College campus located at 99 Main Street.

To Center for Student Financial Planning Services (CSFPS)
Located in Dean Hall, Main Floor
From How to Reach Dean College (at left): Follow Main Street to the Dean College campus. At the stop sign, turn left onto Emmons Street. Take the third driveway on your left into the parking lot behind Dean Hall. (Note: Emmons St. is one-way to this point; traffic is two-way after the parking lot entrance. No right turn exiting parking lot.) From the parking lot, proceed up the ramp to the front of Dean Hall.

To Campus Center and Bookstore
From How to Reach Dean College (at left): Continue on Route 140 South for 1.5 miles until you pass the fourth traffic light (the intersection of Route 140 South and Union Street). Just past this intersection, take a left into the Main Entrance for Campus Center parking. The Bookstore is located on the first floor of the Campus Center.

CAMPUS MAP

To: Longley Athletic Fields Complex

To: Franklin Center Commons II
Junior/Senior Housing

CAMPUS MAP KEY
1. Dean Hall
2. Alumni Memorial Hall
3. Faculty/Staff Parking
4. Pieri Gymnasium
5. Green Family Library Learning Commons
6. Arthur W. Peice Center for Technology & Science
7. Ray Building
8. Apwie Way
9. Gomez Way
10. Tommy’s Way
11. War Memorial Monument
12. Dean Hall Parking Lot (Faculty, Staff, Visitors)
13. Ewen Hall, Residence Hall
14. Wallace Hall, Residence Hall
15. Jones Hall, Residence Hall
16. Jones Parking Lot
17. Grant Field
18. Thompson House
19. President’s Residence
20. Performing Arts Studios
21. Clark House, Residence Hall
22. Ray House, Admissions
23. Woodward Hall, Residence Hall
24. Campus Center
25. Main Entrance/Parking (Campus Center and Admissions Visitors)
26. Thayer House
27. Putnam House
28. Chapman House
29. Thayer Barn
30. Adams Hall, Residence Hall
31. Adams Parking Lot
32. Mitchell House, Residence Hall
33. Bourret Hall, Residence Hall
34. Children’s Center
35. Houston House, Residence Hall
36. Dean’s House
37. Dean’s House
38. Franklin Center Commons II
39. Longley Athletic Fields Complex (69 Maple Street)
40. Commuter Rail Train Station (75 Depot Street)
41. Horne Hall, Residence Hall
EARNING YOUR DEGREE…LIFE-CHANGING

Here at the Dean College School of Continuing Studies, we make it easy to learn at any stage of life — sharpening your career skills, enhancing your credentials, and advancing your goals to maximize your earning potential.

It can be a challenge to integrate continued learning into a busy life. At Dean, we do everything we can to make the process easier and allow you to obtain your degree or professional certificate as quickly or slowly as you want. With seven distinct starting terms each year and unmatched advising support, we remove obstacles and clear paths, paving the way to your success.

Degree Programs

Within the Dean College School of Continuing Studies, you can earn a degree in any one of the following areas:

Bachelor’s Degrees
- Business, with concentrations in:
  - Human Resource Management Management
  - Liberal Arts and Studies
  - Psychology

Professional Certificate Programs
- Accounting
- Business
- Cybersecurity Studies
- Early Childhood Education
- Early Childhood Education – Infant/Toddler
- Administration of Early Childhood Education Programs
- Fundraising
- Human Resource Management
- Sport Based Youth Development

Associate Degrees
- Accounting
- Business
- Early Childhood Education
- General Studies
- Health Sciences, with concentrations in:
  - General Health Sciences
  - Pre-Nursing
- Psychology

Notice of Non-Discrimination

Dean admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College. Dean College does not discriminate on the basis of race, sexual orientation, color, age, gender, religion, disability, marital status, veteran status, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other College-administered programs. Equal treatment and non-discrimination have been traditional policies of Dean since its founding in 1865. The Board of Trustees reaffirms these historic policies and makes clear that Dean is operated in compliance with both the spirit and letter of this law. Formal compliance assurance has been on file with the federal government since February 4, 1965.