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

Gregory Chalk
Vice President Marketing and Business Development
508-541-1668
gchalk@dean.edu

Paul J. Resten
Dean, School of Continuing Studies/Assistant Vice President Business Development
presten@dean.edu

Denise Watson
Assistant Dean, School of Continuing Studies
508-541-1627
dmwatson@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

INCLEMENT 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
TABLE OF CONTENTS

About Dean College ........................................2
History of Dean College ......................................2
Dean College Mission Statement ...............................2
The School of Continuing Studies .............................2
Student Learning Goals .........................................3
Degree Programs and Requirements ...........................4
Bachelor’s Degree Programs ..................................4
Associate Degree Programs ...................................4
Professional Certificate Programs ..............................5
Course Formats ..................................................5
Resources .........................................................6
Academic Policies ................................................10
Degrees and Certificates .......................................17
Bachelor’s Degree Programs Descriptions ..................18
Associate Degree Programs Descriptions .................22
Certificate Programs Descriptions ............................29
Core Distribution and Liberal Arts Electives Lists ...........31
Course Descriptions .............................................33
Staff and Faculty Directory .....................................48
Directions to Dean College ....................................49

Tuition and Fees

Tuition for SCS 2017–18 academic year courses:
$350 per credit hour
$1,050 per three credit course
$1,400 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.

DEAN COLLEGE CALENDAR

FALL SEMESTER 2017

Tuesday, September 5 Day and SCS classes begin (Full semester and Quarter I)
Monday, October 9 Columbus Day – NO CLASSES – Administrative Offices closed
Saturday, October 21 Last day of Quarter I classes
Monday, October 23 Quarter II SCS classes begin
Tuesday, November 21 At the conclusion of Tuesday SCS classes, Thanksgiving Holiday begins

ACCELERATED INTERSESSION 2018

Wednesday, December 20 SCS online classes begin
Monday, January 8 SCS face-to-face classes begin
Friday, January 12 SCS all classes end

SPRING SEMESTER 2018

Tuesday, January 16 Day and SCS classes begin (Full semester and Quarter III)
Monday, February 19 President’s Day – NO CLASSES – Administrative Offices closed
Saturday, March 3 Last day of Quarter III classes; at the conclusion of Saturday SCS classes, Spring Vacation begins

SUMMER SEMESTER 2018

Visit dean.edu/scs for Summer 2018 details

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. 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 Control-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 arrow or down arrow to move ahead one page; use either the left arrow 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.
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 coeducational 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 baccalaureate degrees. Dean’s future is based soundly upon its 151-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 151-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, nontraditional and lifelong learners
- **Community** — promoting respect and collaboration
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 nonmatriculated students. Nonmatriculated students intending to become degree candidates should meet with an admissions counselor.

### BACHELOR’S DEGREE PROGRAMS

Dean College, School of Continuing Studies offers the Bachelor of Arts and the Bachelor of Science degree in four majors, all of which embrace a general education liberal arts foundation. See pages 18–21 for specific program requirements and curriculum.

**Bachelor’s degree majors**

- **Business** with concentration in:
  - Accounting
  - Cybersecurity Studies
  - Entrepreneurial and Small Business Management
  - Fundraising
  - Human Resource Management
  - Management
  - Marketing
- **Communication**
- **Liberal Arts and Studies**
- **Psychology**

**Bachelor’s degree requirements**

1. A 2.000 cumulative Grade Point Average (GPA).
2. A minimum of 120 credits (some majors require more).
3. The following core courses:
   - ENG 111 – Composition I
   - ENG 112 – Composition II
   - 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 or COM 3 – Junior Level Writing Course specific to the major
   - 9 credits of Upper Division Liberal Arts electives (from outside the major)
4. 57 credits of required courses specific to the major.
5. 21–39 credits for concentrations, minors and electives.

### ASSOCIATE DEGREE PROGRAMS

Dean College, School of Continuing Studies offers the Associate in Arts and Associate in Science degrees in six majors, all of which embrace a liberal arts foundation. See pages 22–28 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**

**Associate degree 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 I
   - ENG 112 – Composition II
   - 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
4. A minimum of 24–29 credits of required and elective courses specific to the student’s chosen major.**
5. 6 credits of 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.

**Precise requirements vary for each major. See pages 22–28 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 29–30 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 14 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 7 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 courses 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.
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 $850 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 sfp@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.

CUSTOMIZED CORPORATE EDUCATION
The Dean College School of Continuing Studies coordinates with local companies and organizations to deliver certificate and degree programs to employees at their work sites. Flexible course schedules, term dates and customized programs are planned to accommodate class and study schedules for part-time students with full-time work schedules. Dean has worked with companies that include Dean Foods, EMC Corporation, Wayne J. Griffin Electric, Inc., Hockomock Area YMCA, Hurley of America and Putnam Investments.

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 ADVISOR**

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

**E. ROSS ANDERSON LIBRARY**

Located in the Green Family 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.

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 & 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 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>Program</th>
<th>Time Frame</th>
<th>Cumulative GPA</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. or B.A., A.A., A.S Degrees</td>
<td>(Academic Review Board begins tracking once student has attempted 12 credits at Dean)</td>
<td>2.0 or greater</td>
<td>Good Academic Standing</td>
</tr>
<tr>
<td></td>
<td>12–18.5 credits attempted</td>
<td>Between 1.0–1.99</td>
<td>Academic Probation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Under 1.0</td>
<td>Academic Suspension</td>
</tr>
<tr>
<td></td>
<td>Between 19–30.5 credits attempted</td>
<td>2.0 or greater</td>
<td>Good Academic Standing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Between 1.5–1.99</td>
<td>Academic Probation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Under 1.5</td>
<td>Academic Suspension</td>
</tr>
<tr>
<td></td>
<td>31 or more credits attempted</td>
<td>2.0 or greater</td>
<td>Good Academic Standing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Between 1.75–1.99</td>
<td>Academic Probation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Under 1.75</td>
<td>Academic Suspension</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 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

Add/Drop Period

Students may add and drop courses during the Add/Drop Period with the approval of their advisors. Dropped courses are not reflected on students’ permanent academic records.

- **Semester-Long Courses:** The Add/Drop Period begins on the 1st day of classes and concludes at the end of the 5th day of classes.
- **Quarter, Summer and Winter Term Courses:** The Add/Drop Period begins on the 1st day of classes and concludes at the end of the 4th day of classes of that term.

Withdrawal Period

Students may withdraw from courses during the Withdrawal Period with the approval of their advisors and the faculty members teaching the courses they wish to withdraw from. Students are assigned a ‘W’ grade for the courses they withdraw from during the Withdrawal Period. W grades have no impact on students’ GPAs but may impact students’ academic standings, financial aid eligibility as well as athletic eligibility.

- **Semester-Long Courses:** The Withdrawal Period begins the day after the Add/Drop Period ends and concludes 10 days after the midpoint of the semester.
- **Quarter, Summer and Winter Term Courses:** The Withdrawal Period begins the day after the Add/Drop Period ends and concludes 5 days after the midpoint of that term.

Late-Withdrawal Period

Students may late-withdraw from courses during the Late-Withdrawal Period with the approval of their advisors and the faculty members teaching the courses they want to withdraw from. Students are assigned a ‘WP’ grade if they are passing the course at the time of the late withdrawal or a ‘WF’ grade if they are failing the course at the time of the late withdrawal. WP grades have no impact on students’ GPAs but may impact students’ academic standings, financial aid eligibility, as well as athletic eligibility. WF grades are weighted the same as F (failing) grades and are calculated into students’ GPAs the same as F (failing) grades are.

- **Semester-Long Courses:** The Late-Withdrawal Period begins the day after the Withdrawal Period ends and concludes on the last day of classes for the semester.
- **Quarter, Summer and Winter Term Courses:** The Late-Withdrawal Period begins the day after the Withdrawal Period ends and concludes on the last day for that term.

Students must complete the Course Add, Drop and Withdrawal Form, obtain all of the necessary signatures and submit the form to the Registrar’s Office prior to the end of the respective period before their schedules will be adjusted. Failure to attend a course does not constitute dropping or withdrawing from that course.
ADMISSION

The School of Continuing Studies accepts students who possess a high school diploma, or equivalent. An official transcript verifying high school completion, or the equivalent, is required to be admitted.

Students without a high school diploma, or the equivalent, and who are at least 16 years old, may take classes on a non-matriculated basis for a maximum of 12 credits. Parent/guardian permission is required. Permission by the high school will be required for enrollment in classes during the academic year.

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. 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 $700 per credit or $2,100 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 1/2 of the total course enrollment.

CREDIT HOUR

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

DEAN’S LIST

Continuing Studies students are eligible for the Dean’s List. 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 12 credit hours at Dean College for the period of eligibility
• 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, RP, 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 student’s 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.

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.

ACADEMIC POLICIES

GRADES

Letter grades are given at the end of each course. When computing academic averages, a numerical value is given to each grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>93+</td>
</tr>
<tr>
<td>A–</td>
<td>3.700</td>
<td>90–92</td>
</tr>
<tr>
<td>B+</td>
<td>3.300</td>
<td>87–89</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>83–86</td>
</tr>
<tr>
<td>B–</td>
<td>2.700</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>2.300</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>73–76</td>
</tr>
<tr>
<td>C–</td>
<td>1.700</td>
<td>70–72</td>
</tr>
<tr>
<td>D+</td>
<td>1.300</td>
<td>67–69</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>63–66</td>
</tr>
<tr>
<td>D–</td>
<td>0.700</td>
<td>60–62</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>Failure (below 60)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF</td>
<td>Equivalent to F grade</td>
</tr>
<tr>
<td>RP</td>
<td>No impact on GPA</td>
</tr>
<tr>
<td>RW</td>
<td>No impact on GPA</td>
</tr>
<tr>
<td>W</td>
<td>No impact on GPA</td>
</tr>
<tr>
<td>WC</td>
<td>No impact on GPA</td>
</tr>
<tr>
<td>WF</td>
<td>Equivalent to F grade</td>
</tr>
<tr>
<td>WP</td>
<td>No impact on GPA</td>
</tr>
</tbody>
</table>
ACADEMIC POLICIES

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 and charged for the school’s Consolidated Health Insurance Plan at a rate of $1,611 for the 2016–17 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 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 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 1-4 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, RF, 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 & 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.

If a student believes that the College has failed to comply with any of the requirements of FERPA, the student may submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, DC 20202.

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.
ACADEMIC POLICIES

TRANSFER CREDIT

Transfer credit toward a Dean degree may be earned by successfully completing courses at another regionally accredited 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). Dean College may also award transfer credit for certain documented knowledge gained outside of the college classroom. Dean College will use the American Council on Education’s (ACE) guide to award this type of credit. When applicable, students should have their ACE transcript sent to the Registrar’s Office for evaluation. ACE guide recommendations will not automatically be applied and the final decision on how the credit is applied to a student’s record will be determined by the Registrar’s Office.

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

Current students may access their unofficial transcript at any time through Dean Advisor. The Registrar’s Office issues official transcripts only upon receipt of electronic or written consent of the student. Former students can order their transcripts online by going to the Registrar’s Office website. Current students can order their transcripts online by going to Today@Dean. The cost of transcripts is $6 for each electronic transcript ordered and $10 for each paper copy ordered. All financial obligations to the College must be met prior to the issuing of an official transcript.

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 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. 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 are counted in the total number of credits attempted. 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 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. Students can be re-evaluated for eligibility at any time, and can be considered for aid in the term following the point at which the standards are met. Academic achievements at other colleges can be considered as part of an appeal, but transfer work will not affect a student’s GPA or completion rate record at Dean.

### Verification of Student Identity

Dean College has put in place for verification of student identity a system of issuance of secure login credentials to its Moodle-based MyCourses LMS; photo identification which attaches as an avatar whenever the student participates in interactive course activities; instructor familiarization with student writing styles and performance levels to identify discordant submissions that may indicate an intent to mislead the instructor as to authorship; and the use of Turnitin.com to combat plagiarism.

### 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.
BACHELOR’S AND ASSOCIATE DEGREE PROGRAMS

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:
  Accounting
  Cybersecurity Studies
  Entrepreneurial and Small Business Management
  Fundraising
  Human Resource Management Management
  Marketing
• Communication – B.A.
• Liberal Arts and Studies – B.A.
• Psychology – B.A.

CERTIFICATE PROGRAMS

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
# BACHELOR OF SCIENCE IN BUSINESS

The Bachelor of Science in Business builds upon the successful and popular associate degrees in Business. 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, problem solving 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 and staffing an organization within domestic and global environments.
- Demonstrate written and oral communication skills of a business professional.
- Acquire additional competencies depending on the area of major specialization.
- Define management terminology, career opportunities in domestic and international environments, principles, issues and key trends.
- Acquire additional competencies in an area of major concentration.

## Degree Requirements

### CORE (43 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 — Composition I</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENG 112 — Composition II</td>
<td>3 cr</td>
</tr>
<tr>
<td>SPC 101 — Communication Fundamentals</td>
<td>3 cr</td>
</tr>
<tr>
<td>MTH 150 — Foundations of Quantitative Reasoning</td>
<td>3 cr</td>
</tr>
<tr>
<td>BIO 180 — Human Biology</td>
<td>4 cr</td>
</tr>
<tr>
<td>Core Distribution Arts Elective</td>
<td>3 cr</td>
</tr>
<tr>
<td>Core Distribution Humanities Elective</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### MAJOR (36 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 123 — Foundations of Business</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 230 — Principles of Management</td>
<td>3 cr</td>
</tr>
<tr>
<td>BUS 235 — Principles of Marketing</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 103 — Financial Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>ACCT 200 — Managerial Accounting</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECO 150 — Principles of Economics</td>
<td>3 cr</td>
</tr>
<tr>
<td>ECO 111 — Principles of Economics-Macro (3 cr)*</td>
<td></td>
</tr>
</tbody>
</table>

### SPECIALIZATIONS AND ELECTIVES (42 credits)

Students must complete a specialization in one of the following areas:

**Accounting:**
- ACCT 201 — Intermediate Accounting I (3 cr.)
- ACCT 202 — Intermediate Accounting II (3 cr.)
- ACCT 203 — Taxation (3 cr.)
- ACCT 205 — Intermediate Accounting III (3 cr.)
- ACCT 305 — Advanced Accounting (3 cr.)
- ACCT 310 — Cost Accounting (3 cr.)
- ACCT 315 — Accounting Information Systems (3 cr.)
- ACCT 320 — Corporate Taxation (3 cr.)
- ACCT 405 — Auditing (3 cr.)
- 15 credits open electives

**Cybersecurity Studies:**
- CRM CS 100 — Introduction to Cybersecurity (1 cr.)
- CRM CS 101 — Computer Systems Fundamentals (3 cr.)
- CRM CS 102 — Cybersecurity Defense in Depth (3 cr.)
- CRM CS 103 — Large Scale Cyber Crime and Terrorism (3 cr.)
- CRM CS 104 — White Collar Crime (3 cr.)
- CRM CS 105 — Cybersecurity Investigations & Case Studies (3 cr.)
- 26 credits open electives

**Fundraising:**
- FDR 100 — Ethics in Fundraising (3 cr.)
- FDR 101 — Creating Perpetual Annual Giving (3 cr.)
- FDR 102 — Gift Planning: Essential Tools to Maximize Giving (3 cr.)
- FDR 103 — Acquiring Major Gifts (3 cr.)
- FDR 104 — Capital Campaign Strategies (3 cr.)
- 27 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)
- 27 credits open electives

**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)
- 27 credits open electives

**Marketing:**
- BUS 218 — Principles of Advertising (3 cr.)
- BUS 228 — Consumer Behavior (3 cr.)
- BUS 238 — Marketing Research (3 cr.)
- BUS 304 — Interactive Advertising (3 cr.)
- BUS 314 — Marketing Analytics (3 cr.)
- BUS 324 — Branding Strategy (3 cr.)
- 24 credits open electives

**Small Business Management:**
- SBM 124 — Small Business Accounting and Budget Management (3 cr)
- SBM 204 — Small Business Management (3 cr)
- SBM 214 — Small Business Marketing and Sales (3 cr)
- SBM 224 — Small Business Advertising and Promotion (3 cr)
- BUS 240 — Human Resource Management (3 cr)
- 27 credits open electives

**TOTAL CREDITS: 121**

See page 31 for the list of CORE Distribution courses.
BACHELOR OF ARTS IN COMMUNICATIONS

The Communications Program at Dean College offers hands-on work in the areas of digital audio, HD video, social media and sports broadcasting. The bachelor's degree in Communications is designed to introduce students to the ever-changing media and communications fields. Students study the history, evolution and changing state of mass communications as well as the communication technologies and techniques used in mass media production. Students develop their skills at writing and producing content to be delivered through various media, including the Internet, social media, emerging media, and digital audio and video. Students get hands-on experience in digital media production starting on day one, working in professional studios and labs with a faculty with a wealth of professional experience. Students also develop an understanding of the economic and social effects of media, including legal and ethical issues. Courses offered combine theoretical and experiential learning.

Communications students can practice what they’ve learned through fieldwork at local television and radio stations located in one of the top 10 media markets in the nation. Students also gain unprecedented hands-on experience working with our major sports franchise partners. Through the Dean College Center for Business, Entertainment and Sport Management, students have access to exciting learning opportunities with the New England Patriots, New England Revolution, Pawtucket Red Sox, Providence Bruins and the Boston Cannons.

The Digital Media Arts Center (DMAC)

Dean’s Digital Media Arts Center houses a video facility, three-camera television studio and digital audio and video postproduction suites. In digital media labs, students can sharpen their editing skills using industry-standard software, such as Final Cut Pro for video editing and Pro Tools for audio mixing. The center is also home to an integrated classroom where students and professors utilize technology in a highly effective learning environment.

WGAO-FM Radio Station

WGAO 88.3 FM, Dean’s Nielsen-rated, 175-watt stereo radio station, provides opportunities for developing talent as on-air personalities and news, weather and/or sports reporters and commentators. The station operates 24 hours per day with a state-of-the-art broadcast system and can be heard around the world at power883.org. WGAO is a broadcasting laboratory modeled as a professional station without the commercials.

Dean TV allows students the unique opportunity to work as creators, segment producers, talent and crew to produce news, entertainment, and sports programming to the Dean community and the surrounding geographic area.

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

- Write functionally, simply, clearly, concisely and effectively to be heard and understood.
- Understand and apply principles of concept creation in the media profession.
- Learn specific tools of the industry and have the skills to be able to learn new tools as they are introduced.
- Learn and apply design principles.
- Understand the terminology of the industry.
- Understand ethical and legal standards of the profession and act in accordance with those standards.
- Understand the historical and theoretical context of current communications practices.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE (43 credits)</strong></td>
</tr>
<tr>
<td>ENG 111 — Composition I (3 cr)</td>
</tr>
<tr>
<td>ENG 112 — Composition II (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>COM 332 — Advanced Media 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 (59 credits)</strong></td>
</tr>
<tr>
<td>COM 121 — Introduction to Communications (3 cr)</td>
</tr>
<tr>
<td>COM 122 — Digital Audio Production I (3 cr)</td>
</tr>
<tr>
<td>COM 123 — Digital Video Production I (3 cr)</td>
</tr>
<tr>
<td>COM 124 — Web Design and Social Media Production I (3 cr)</td>
</tr>
<tr>
<td>COM 211 — Media Writing (3 cr)</td>
</tr>
<tr>
<td>COM 213 — Media Concept Creation (3 cr)</td>
</tr>
<tr>
<td>COM 217 — Sports and Entertainment Media (3 cr)</td>
</tr>
<tr>
<td>COM 223 — Digital Video Production II (4 cr)</td>
</tr>
<tr>
<td>COM 225 — Digital Audio Production II (3 cr)</td>
</tr>
<tr>
<td>12 credits Upper-Division Communications Electives</td>
</tr>
<tr>
<td>COM 112, COM 115 or COM 212 — Dean Radio or Dean TV (7 cr)*</td>
</tr>
<tr>
<td>CAR 200 — The Internship Preparation Seminar (1 cr)</td>
</tr>
<tr>
<td>CAR 300 — The Internship Experience (2 cr)</td>
</tr>
<tr>
<td>COM 450 — Senior Seminar (3 cr)</td>
</tr>
<tr>
<td>COM 495 — Senior Capstone (3 cr)</td>
</tr>
<tr>
<td><strong>ELECTIVES (18 credits)</strong></td>
</tr>
<tr>
<td>18 credits open electives* Students may take up to eight additional credits of COM 112, COM 115 or COM 212 beyond the seven credits required for the major to fulfill open elective requirements.</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS: 120</strong></td>
</tr>
</tbody>
</table>

See page 31 for the list of CORE Distribution courses.
LIBERAL ARTS AND STUDIES – BACHELOR’S DEGREE PROGRAM

BACHELOR OF ARTS IN LIBERAL ARTS AND STUDIES

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.

Degree Requirements

<table>
<thead>
<tr>
<th>CORE (43 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 – Composition I (3 cr)</td>
</tr>
<tr>
<td>ENG 112 – Composition II (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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR (48 credits)</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>18 credits of concentration electives at the 100-200 level*</td>
</tr>
<tr>
<td>12 credits of concentration electives at the 300-400 level*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES (30 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 credits Open Electives</td>
</tr>
</tbody>
</table>

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 31 for the list of CORE Distribution courses.
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.

### Degree Requirements

<table>
<thead>
<tr>
<th>CORE (43 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 — Composition I (3 cr)</td>
</tr>
<tr>
<td>ENG 112 — Composition II (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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR (48 credits)</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES (30 credits)</th>
</tr>
</thead>
<tbody>
<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 31 for the list of CORE Distribution courses.
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.

### Degree Requirements

<table>
<thead>
<tr>
<th>CORE (28 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 — Composition I (3 cr)</td>
</tr>
<tr>
<td>ENG 112 — Composition II (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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR (24 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 103 — Financial Accounting (3 cr)</td>
</tr>
<tr>
<td>ACCT 200 — Managerial Accounting (3 cr)</td>
</tr>
<tr>
<td>ACCT 201 — Intermediate Accounting I (3 cr)</td>
</tr>
<tr>
<td>ACCT 202 — Intermediate Accounting II (3 cr)</td>
</tr>
<tr>
<td>ACCT 203 — Taxation (3 cr)</td>
</tr>
<tr>
<td>BUS 123 — Foundations of Business (3 cr)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>PSY 111 — General Psychology (3 cr)</td>
</tr>
</tbody>
</table>

### ELECTIVES (9 credits)

9 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 242 as an elective; students who complete MTH 241 must also complete MTH 242 as an elective.

TOTAL CREDITS: 61

See page 31 for the list of CORE Distribution courses.
BUSINESS

The Business major is 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.

Degree Requirements

<table>
<thead>
<tr>
<th>CORE (28 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 – Composition I (3 cr)</td>
</tr>
<tr>
<td>ENG 112 – Composition II (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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAJOR (21 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 123 – Foundations of Business (3 cr)</td>
</tr>
<tr>
<td>ACCT 103 – Financial Accounting (3 cr)</td>
</tr>
<tr>
<td>ACCT 200 – Managerial Accounting (3 cr)</td>
</tr>
<tr>
<td>BUS 230 – Principles of Management (3 cr)</td>
</tr>
<tr>
<td>BUS 235 – Principles of Marketing (3 cr)</td>
</tr>
<tr>
<td>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)*</td>
</tr>
<tr>
<td>PSY 111 – General Psychology (3 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credits Open Electives</td>
</tr>
</tbody>
</table>

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

TOTAL CREDITS: 61

See page 31 for the list of CORE Distribution courses.

BUSINESS CERTIFICATE

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.

<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.

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 20).

ADMINISTRATION OF EARLY CHILDHOOD EDUCATION CERTIFICATE

This program is 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 29.

Degree 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>
</tbody>
</table>

Total Credits: 12

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 31.

**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.
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, 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.

### Degree Requirements

<table>
<thead>
<tr>
<th>CORE (28 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 — Composition I (3 cr)</td>
</tr>
<tr>
<td>ENG 112 — Composition II (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)</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/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 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.**

TOTAL CREDITS: 65

See page 31 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.

**HEALTH SCIENCES – PRE-NURSING CONCENTRATION – ASSOCIATE DEGREE PROGRAM**

**CORE (28 credits)**
- ENG 111 — Composition I (3 cr)
- ENG 112 — Composition II (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 (34 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)
- 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)**
3 credits Open Elective

**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.

**TOTAL CREDITS: 65**

See page 31 for the list of CORE Distribution courses.
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 21).
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**

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>BUS ______</td>
<td>Business Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

Accounting certificate courses may be transferred into these associate degree programs:
- Accounting, page 22 or
- General Studies, page 25

**BUSINESS**

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>
</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>_________</td>
<td>Group Elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

*Students may select course with Accounting or Business designation.

Business certificate courses may be transferred into the Business associate degree program, page 23.

**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>
</tr>
<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 (OCCS/DEEC). For OCCS/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
**FUNDRAISING**

The certificate program in Fundraising aims to increase the knowledge base for individuals already in the fundraising profession, and also prepare individuals who want 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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDR 100</td>
<td>Ethics in Fundraising</td>
<td>3</td>
</tr>
<tr>
<td>FDR 101</td>
<td>Creating Perpetual Annual Giving</td>
<td>3</td>
</tr>
<tr>
<td>FDR 102</td>
<td>Gift Planning: Essential Tools to Maximize Giving</td>
<td>3</td>
</tr>
<tr>
<td>FDR 103</td>
<td>Acquiring Major Gifts</td>
<td>3</td>
</tr>
<tr>
<td>FDR 104</td>
<td>Capital Campaign Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total Credits: 15*

**HUMAN RESOURCE MANAGEMENT**

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 toward an associate or bachelor’s degree program should meet with the SCS Assistant Director of Admissions.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 240</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 245</td>
<td>The Diverse Workforce</td>
<td>3</td>
</tr>
<tr>
<td>BUS 315</td>
<td>Legal Issues in Human Resource</td>
<td>3</td>
</tr>
<tr>
<td>BUS 317</td>
<td>Staffing and Recruitment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 337</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 417</td>
<td>Benefits and Compensation</td>
<td>3</td>
</tr>
</tbody>
</table>

*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 an 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.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBD 100</td>
<td>Introduction to Sport Based Youth Development</td>
<td>3</td>
</tr>
<tr>
<td>SBD 300</td>
<td>Sport in Society</td>
<td>3</td>
</tr>
<tr>
<td>SBD 305</td>
<td>Administration of SBYD Programs</td>
<td>3</td>
</tr>
<tr>
<td>SBD 310</td>
<td>Sport Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>SBD 315</td>
<td>Coaching Techniques and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SBD 320</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total Credits: 18*
As part of the All-College Core, students must take one course from each of the following four categories:

- Core Distribution Arts Elective or ART 101
- Core Distribution Humanities Elective or HIS 111, HIS 112, HIS 151, or HIS 152
- Core Distribution Natural Sciences and Mathematics Electives
- Core Distribution Social Science Electives or PSY 111 or SOC 113

### CORE DISTRIBUTION ELECTIVES LIST

#### Core Distribution Arts Electives
- 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

Special Topics Electives with a course number of 195 or 295

#### 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 217 – Social Issues in Literature
- ENG 240 – Literature of Food: Bread for the World
- ENG 242 – Reading World Revolutions
- ENG 286 – Introduction to Short Story
- HIS 203 – 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

Special Topics Electives with a course number of 196 or 296

#### Core Distribution Natural Sciences and Mathematics Electives
- BIO 160 – The Science of Human-Wildlife Interactions: Coyotes in My Backyard
- BIO 165 – The Science of TV 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 Plane

Special Topics Electives with a course number of 197 or 297

#### 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 – The Economics of Debt
- POL 150 – Protests: Peril, Power and Progress
- PSY 134 – Positive Psychology
- PSY 155 – Human Sexuality
- PSY 170 – Understanding Fan Behavior: A Sociological and Psychological Perspective
- SOC 210 – Sociology of the Family
- SOC 214 – Sociology of Cultural and Popular Culture
- SOC 225 – Health and Illness: A Sociological Perspective
- SOC 255 – Social Inequality and Stratification
- SOC 260 – Technology and Society

Special Topics Electives with a course number of 198 or 298

### LIBERAL ARTS ELECTIVES LIST

#### Arts Electives
- ART 101 – Introduction to Visual Art
- ART 150 – Museums of New England: A Kaleidoscope of the World
- COM 121 – Introduction to Communications
- 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
- PFA 230 – The Arts and Film from 1960 to Present
- PFA 250 – I-Arts: The Arts in the Internet Age
- 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

#### 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 – Children's Literature
- 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 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 320 – Advanced Essay Writing
- ENG 331 – Writing for the Arts and Entertainment World
- ENG 332 – Strategic Writing for Managers
- THA 411 – Playwriting
### History Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 111</td>
<td>United States History to 1865</td>
</tr>
<tr>
<td>HIS 112</td>
<td>United States History – 1865 to Present</td>
</tr>
<tr>
<td>HIS 160</td>
<td>Cold War America: Culture and Conflicts</td>
</tr>
<tr>
<td>HIS 335</td>
<td>Women’s Voices: A History of Women in America</td>
</tr>
<tr>
<td>HIS 395</td>
<td>History of Blues Culture</td>
</tr>
</tbody>
</table>

### World History Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 151</td>
<td>World History I, to 1500</td>
</tr>
<tr>
<td>HIS 152</td>
<td>World History II, 1500 to Present</td>
</tr>
<tr>
<td>HIS 242</td>
<td>Reading World Revolutions</td>
</tr>
<tr>
<td>HIS 253</td>
<td>Post/War: Violence and Its Consequences in 20th Century Europe</td>
</tr>
<tr>
<td>HIS 260</td>
<td>The Holocaust in History and Memory</td>
</tr>
</tbody>
</table>

### Mathematics Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 130</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>MTH 150</td>
<td>Foundations of Quantitative Reasoning</td>
</tr>
<tr>
<td>MTH 151</td>
<td>Precalculus I</td>
</tr>
<tr>
<td>MTH 152</td>
<td>Precalculus II</td>
</tr>
<tr>
<td>MTH 160</td>
<td>The Mathematics in Art: Connecting Art and Mathematics</td>
</tr>
<tr>
<td>MTH 165</td>
<td>The Mathematics of Chance: The Odds of Winning</td>
</tr>
<tr>
<td>MTH 238</td>
<td>Quantitative Analysis I</td>
</tr>
<tr>
<td>MTH 239</td>
<td>Quantitative Analysis II</td>
</tr>
<tr>
<td>MTH 240</td>
<td>Advanced Quantitative Reasoning</td>
</tr>
<tr>
<td>MTH 241</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MTH 242</td>
<td>Calculus II</td>
</tr>
</tbody>
</table>

### Philosophy Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 101</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHL 115</td>
<td>Ethics</td>
</tr>
<tr>
<td>PHL 120</td>
<td>Business Ethics</td>
</tr>
<tr>
<td>PHL 215</td>
<td>Beliefs and Behaviors: Comparing the World’s Religions</td>
</tr>
</tbody>
</table>

### Science Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 150</td>
<td>General Biology - The Cell</td>
</tr>
<tr>
<td>BIO 152</td>
<td>General Biology – Organisms</td>
</tr>
<tr>
<td>BIO 165</td>
<td>The Science of TV Crime Scene and Medical Investigations</td>
</tr>
<tr>
<td>BIO 171</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIO 172</td>
<td>Human Anatomy and Physiology II</td>
</tr>
<tr>
<td>BIO 175</td>
<td>Anatomy for Essentials</td>
</tr>
<tr>
<td>BIO 180</td>
<td>Human Biology</td>
</tr>
<tr>
<td>BIO 211</td>
<td>Microbiology</td>
</tr>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHM 152</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>FSC 150</td>
<td>Water Wars: From Properties to Distribution</td>
</tr>
<tr>
<td>FSC 181</td>
<td>The Science of the Environment: Sustaining the Planet</td>
</tr>
</tbody>
</table>

### Social Science Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 337</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>COM 250</td>
<td>Media, Conflict and Power</td>
</tr>
<tr>
<td>COM 255</td>
<td>Sports and Media: Did You See the Game Last Night?</td>
</tr>
<tr>
<td>CRM 110</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CRM 205</td>
<td>Criminology: Theories of Crime</td>
</tr>
<tr>
<td>CRM 224</td>
<td>Juvenile Justice</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Debt: Yours, Mine and Ours</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics – Macro</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Economics – Micro</td>
</tr>
<tr>
<td>ECO 150</td>
<td>Principles of Economics</td>
</tr>
<tr>
<td>POL 150</td>
<td>Protests: Peril, Power and Progress</td>
</tr>
<tr>
<td>POL 211</td>
<td>American Government</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Learning and Development</td>
</tr>
<tr>
<td>PSY 111</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Psychology of Success</td>
</tr>
<tr>
<td>PSY 155</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY 160</td>
<td>Psychology of Happiness</td>
</tr>
<tr>
<td>PSY 165</td>
<td>Choices and Consequences</td>
</tr>
<tr>
<td>PSY 170</td>
<td>Understanding Fan Behavior: A Sociological and Psychological Perspective</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Human Development: A Lifespan Perspective</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Child Psychology</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 234</td>
<td>Learning and Memory</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>PSY 332</td>
<td>Personality</td>
</tr>
<tr>
<td>PSY 334</td>
<td>Brain and Behavior</td>
</tr>
<tr>
<td>PSY 335</td>
<td>Psychology of Sport</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Culture and Psychology</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Psychology of Religion</td>
</tr>
<tr>
<td>SOC 113</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 170</td>
<td>Understanding Fan Behavior: A Sociological and Psychological Perspective</td>
</tr>
<tr>
<td>SOC 203</td>
<td>Sociology of the Family</td>
</tr>
<tr>
<td>SOC 205</td>
<td>Criminology: Theories of Crime</td>
</tr>
<tr>
<td>SOC 214</td>
<td>Sociology of Cultural and Popular Culture</td>
</tr>
<tr>
<td>SOC 219</td>
<td>Sociology of Sport</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Health and Illness: A Sociological Perspective</td>
</tr>
<tr>
<td>SOC 250</td>
<td>Change the World: Public and Applied Sociology</td>
</tr>
<tr>
<td>SOC 255</td>
<td>Social Inequality and Stratification</td>
</tr>
<tr>
<td>SOC 260</td>
<td>Technology and Society</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Mass Media and Society</td>
</tr>
</tbody>
</table>
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 lists are provided on pages 31–32.

**ACCOUNTING**

**ACCT 103 Financial Accounting**
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 200 Managerial Accounting**
An introduction to the managerial applications of accounting information emphasizing 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**
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**
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**
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.

**ACCT 205 Intermediate Accounting III**
This course includes complex accounting concepts and analytical procedures. Topics include revenue recognition, accounting for investments, pensions, leases, income taxes; accounting changes, errors, incomplete records, and analysis of cash flows. Prerequisite: ACCT 202.

**ACCT 305 Advanced Accounting**
The primary objective of this course is to present the concepts associated with accounting for mergers and acquisitions. Emphasis is placed on the equity method, goodwill measurement, and preparation of consolidated financial statements as well as accounting for multinationals, including foreign currency transactions and translations of foreign financial statements. Prerequisites: ACCT 205.

**ACCT 310 Cost Accounting**
The primary objective of this course is to provide a more advanced treatment of the topics introduced in Managerial Accounting, an expanded treatment of product costing including process costing and activity-based costing, and such new topics as regression analysis, variable costing, target costing, cost allocation for joint products and byproducts, and capital budgeting. Prerequisite: ACCT 315.

**ACCT 315 Accounting Information Systems**
The primary objective of this course is to introduce the use and control of computerized and noncomputerized accounting information systems. This objective is facilitated by using the small business software typically QuickBooks to illuminate course concepts. Key course topics include internal control, documentation, transaction cycles, database management systems and network technology, control procedures in automated environments, an introduction to the new digital syntax called XBRL mandated for use in financial reports, and ethical considerations in accounting information systems. Prerequisite: ACCT 200.

**ACCT 320 Corporate Taxation**
Study of the statutory provisions, judicial doctrines, and implementation of the theory and practice of federal income taxation of “C” corporations, “S” corporations, and partnerships. Prerequisite: ACCT 205.

**ACCT 405 Auditing**
The primary objective of this course is to introduce financial statement audits and other assurance and attestation services conducted by the public accounting profession. Topics include the audit report, risk assessment, audit sampling, internal controls, standards of ethical conduct, fraud, work paper preparation and report writing, and the current nature of the public accounting profession. Both internal auditing and operational auditing are also introduced. This course includes a case analysis project to demonstrate specific techniques used in a real audit. Prerequisite: ACCT 205.
and classification of organisms. Students will participate in a major dissection as part of the required laboratory sessions. Meets for 3 lecture hours and 2.2 laboratory hours per week. Must be concurrently enrolled in lab. Lab fee: $75.

**BIO 160**  The Science of Human-Wildlife Interactions: Coyotes in My Backyard 3

News reports of coyotes, bears, fisher cats and other wild animals in our backyards are becoming more common. How should we react? This course will explore the history of human interactions with wildlife in New England. We will consider the ecology and patterns of human settlement in the area and efforts made to control local wildlife. A major question considered will be, “What are the rights of wildlife versus the rights of humans?” Current scientific research such as the radio-collaring of coyotes in the Boston area will help us understand the activities of these wild animals in our backyards and ways that we can live together. Prerequisites: 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.

**BIO 165**  The Science of T.V. Crime Scene Investigations 3

Can you really catch a criminal in 24 hours? This course will challenge the methods and assumptions presented in crime shows from an objective and systematic scientific perspective. In order to form an educated opinion on the validity of the science presented in these shows, students must build a solid foundation in medical biology and forensics. Lab experiments will provide students with hands-on experience using forensic techniques. Lab fee: $40. Prerequisites: 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.

**BIO 168**  The Science of Food: What Are You Eating? 3

Trillions of microorganisms live in your gut without which you could not survive. Cheese, yogurt, beer and bread: What do they all have in common? This course will provide an interactive forum to discuss the science involved in the food we produce and eat. Topics may include the following: a brief review of human nutrition, a description and discussion of food organisms in the modern diets, chemical reactions involved in food preparation and the environmental impact of dietary choices. Prerequisites: 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.

**BIO 171**  Human Anatomy and Physiology I 4

A study of the structure and function of the human body with emphasis on the integumentary, skeletal, muscular and nervous systems. Through the use of clinical examples and case studies, students will be immersed in the study of the complexity and interrelatedness of the human body. Laboratory exercises include some anatomical dissection. Meets for 3 lecture hours and 2.2 laboratory hours per week. Must be concurrently enrolled in lab. Lab fee: $75.

**BIO 172**  Human Anatomy and Physiology II 4

This course covers the endocrine, digestive, respiratory, circulatory, immune, excretory and reproductive systems of the human body. Laboratory exercises include anatomical dissection. Meets for 3 lecture hours and 2.2 laboratory hours per week. Must be concurrently enrolled in lab. Lab fee: $90. Prerequisite: C– or better in BIO 171, or permission of the Dean of the School of Liberal Arts and Sciences.

**BIO 180**  Human Biology 4

Students will explore the basic science of human biology. Students will have the opportunity to understand how the human body responds to external influences of diet, physical activity, infectious pathogens, alcohol, drugs and stress through the reading and evaluation of basic research studies. Laboratory activities will augment lecture topics, and will culminate in the completion of a capstone project involving the design, implementation and evaluation of a personal fitness program. This course meets for 3 lecture hours and 2.2 laboratory hours each week. Lab fee: $75.

**BIO 211**  Microbiology 4

Introduces the principles of general bacteriology, morphology, physiology and bacterial relationships in nature. Students gain experience in laboratory methods for the cultivation of bacteria and their destruction as well as for general laboratory procedures. Meets for 3 lecture hours and 2.2 laboratory hours per week. Must be concurrently enrolled in lab. Prerequisites: BIO 171 or BIO 151, or permission of the Dean of the School of Liberal Arts and Sciences. Lab fee: $75.

**BIO 250**  The Immortal Life of Cells: A Case Study of Henrietta Lacks 3

This course explores the woman and story behind the development of the “HeLa” cells, the first significant human cell line grown in a laboratory. The Immortal Life of Henrietta Lacks, by Rebecca Skloot, traces the life of Henrietta Lacks, who died of cervical cancer. Ms. Lacks’ cells gave rise to the HeLa cell line, which continues to contribute to modern medical discoveries today. Class discussions will explore the science of cell biology, focusing on cancer. Students will also explore broader social questions of access to medical care, medical ethics, the use of human subjects in medical research and clinical trials. Prerequisite: ENG 111, MTH 150 or MTH 240, and BIO 180; or permission of the Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Natural Sciences and Mathematics requirement.

**BUS 123**  Foundations of Business 3

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 126**  Security and Risk Management 3

In this course, students examine the principles and issues in security management (including cybersecurity) as well as the challenges, concepts, strategies, and skills needed to manage security-related operations and activities. Focus is on leadership in management, personnel management, security planning and evaluation, communication and best practices.

**BUS 230**  Principles of Management 3

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 3

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 3

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 3

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 3

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 3

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 3

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. Students may receive credit for only one of the following courses: BUS 321 or BUS 221.

**BUS 325 Principles of Finance and Budgeting**
3
Provides an understanding of the 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**
3
The purpose of this course is to examine human behavior in organizations at the individual and group levels, including the effect of organizational 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**
3
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 150; or permission of the Dean of the School of Business. Students may receive credit for only one of the following courses: BUS 341 or BUS 241.

**BUS 344 Operations Management**
3
This course introduces the student 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**
3
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 350 Sales and Relationship Management**
3
Every business involves selling. This course focuses on the elements of the sales process beginning with building a relationship with the buyer and continues through continuing to develop the relationship in order to retain the customer. Involving theory and practical application, the course will introduce the place of project planning and its impact on all industries. 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 399 Special Topics in Business**
3
This course addresses a special topic 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 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 both 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 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.

**BUS 495 Business Policy and Strategic Management**
3
In this course, students study 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 these areas. As a result, while prior courses have focused on a single functional area of business (for example, marketing, economics, 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.

**CHEM 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. Meets 3 lecture hours and a 2.2-hour laboratory per week. The laboratory emphasizes basic techniques in quantitative and qualitative analysis. Prerequisite: A grade of B or higher in MTH 150, or a grade of C- or higher in MTH 151 or placement above MTH 151, or permission of the Dean of the School of Liberal Arts and Sciences.

**CHEM 152 General Chemistry II**
4
Equilibrium, kinetics and electrochemistry are the primary focus of this course. Meets 3 lecture hours and a 2.2-hour laboratory per week. The laboratory emphasizes basic techniques in quantitative and qualitative analysis. Prerequisite: CHEM 151, or permission of the Dean of the School of Liberal Arts and Sciences. Lab fee: $75.
### COURSE DESCRIPTIONS

#### COMMUNICATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 112A</td>
<td>Dean Radio/Music and Entertainment</td>
<td>1</td>
<td>Students learn the skills associated with becoming a broadcasting professional while working in the WGAO-FM facilities. This class will stress on-air announcing, FCC regulations and radio station operations. Students are expected to work weekly shifts at WGAO-FM. May be repeated for credit. Offered every semester.</td>
</tr>
<tr>
<td>COM 112B</td>
<td>Dean Radio/Music and Entertainment</td>
<td>2</td>
<td>Students learn the skills associated with becoming a broadcasting professional while working in the WGAO-FM facilities. This class will stress on-air announcing, FCC regulations and radio station operations. Students are expected to work a weekly shift at WGAO-FM. In addition, students serve as station directors or assistant directors in the areas of programming, music, promotion, production and training. May be repeated for credit. Prerequisite: Instructor approval.</td>
</tr>
<tr>
<td>COM 115A</td>
<td>Dean Radio/News and Sports</td>
<td>1</td>
<td>This course is for the student who is interested in a career in news, sports or public affairs programming. Broadcast skills in news and sportscasts, play-by-play, color commentary, and sports or news talk shows will be stressed. May be repeated for credit.</td>
</tr>
<tr>
<td>COM 115B</td>
<td>Dean Radio/News and Sports</td>
<td>2</td>
<td>This course is for the student who is interested in a career in news, sports or public affairs programming. Broadcast skills in news and sportscasts, play-by-play, color commentary, and sports or news talk shows will be stressed. In addition, students serve as station directors or assistant directors in the areas of news and sports. May be repeated for credit. Prerequisite: Instructor approval.</td>
</tr>
<tr>
<td>COM 121</td>
<td>Introduction to Communications</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>COM 122</td>
<td>Digital Audio Production I</td>
<td>3</td>
<td>This course is an introduction to the basics of audio for radio, television, multimedia and sound operation. Students will understand basic audio production techniques on a digital audio workstation utilizing multi-media production labs to fulfill assignment requirements. Students may receive credit for only COM 125, or COM 122 and COM 123.</td>
</tr>
<tr>
<td>COM 123</td>
<td>Digital Video Production I</td>
<td>3</td>
<td>This course is designed to engage students with learning the principles of video production, and working as member of a production team; while becoming immersed in the process of producing and directing video productions. Students will be given the opportunity to conceptualize, develop, script, produce and direct their own productions in a group atmosphere. All students will be given the opportunity to participate as on-camera talent, or cast on-camera talent for their projects. This will primarily be a practical hands-on course; however, the weekly required reading and class discussions will help form the theoretical basis needed to begin the process of creating meaningful and engaging productions. Students may receive credit for only COM 125, or COM 122 and COM 123.</td>
</tr>
<tr>
<td>COM 124</td>
<td>Web Design and Social Media Production</td>
<td>3</td>
<td>This course introduces the theory, technology and uses of digital, new and social media. In this hands-on course, students will learn the fundamentals of digital web design and social and mobile media by creating and maintaining their own websites and accompanying social media. In addition, students will learn how to engage the user through target marketing, ad words and search engine optimization. A laptop computer is required.</td>
</tr>
<tr>
<td>COM 211</td>
<td>Media Writing</td>
<td>3</td>
<td>This course focuses on the development of writing skills for radio, television, film and emerging media. Students will gain experience in writing commercials, public service announcements, script writing (fiction and documentary) and broadcast journalism. It is a writing-intensive course.</td>
</tr>
<tr>
<td>COM 212A</td>
<td>Dean TV</td>
<td>1</td>
<td>Students will have the opportunity to work in production teams producing several short-form productions throughout the semester. Each student will choose to take on the role of: producer, director, camera operator, editor, or on-camera talent. The production teams will work towards mastery of the production process; and complete programming for a news/entertainment style program that will include segments focusing on the Dean College community, along with the town of Franklin and its surrounding area. Prerequisite: COM 123 or COM 125.</td>
</tr>
<tr>
<td>COM 212B</td>
<td>Dean TV</td>
<td>2</td>
<td>Students will have the opportunity to work in production teams producing several short-form productions throughout the semester. Each student will choose to take on the role of: producer, director, camera operator, editor, or on-camera talent. The production teams will work towards mastery of the production process; and complete programming for a news/entertainment style program that will include segments focusing on the Dean College community, along with the town of Franklin and its surrounding area. Prerequisite: COM 123 or COM 125 and Instructor approval.</td>
</tr>
<tr>
<td>COM 213</td>
<td>Media Concept Creation</td>
<td>3</td>
<td>Mass communication creators often find the most challenging part of the creative process comes in the pursuit of matching creative ideas with achievable goals. The essence of this course is to develop concepts for various genres of film, television, and Web programming that will engage their audience, and are ultimately attainable within the parameters of the production tools provided. Students will study how industry professionals go about their process of creating programs. Furthermore, students will engage in their own conceptualization process including: brainstorming and clustering exercises to flesh out engaging ideas for shows they wish to eventually produce. A series of treatments will form the ultimate goal for the course, and fuel future programs that they can develop scripts for, and in-turn produce into programming, and become a portion of their portfolio.</td>
</tr>
<tr>
<td>COM 217</td>
<td>Sports and Entertainment Media</td>
<td>3</td>
<td>The purpose of this course is to provide a practical, real-world basis for sports coverage in print, broadcast and online/digital media. Students will produce a range of stories in each media category; learn the basics of “beat” reporting; understand what it means to “do their homework” and how to compete for positions in a shrinking job market; deepen their overall knowledge of sports as it appeals to consumers of media, and learn how Social Media plays an important role in coverage.</td>
</tr>
<tr>
<td>COM 223</td>
<td>Digital Video Production II</td>
<td>4</td>
<td>Using HD field equipment and Final Cut Pro digital editing software, students will further their study in digital storytelling for the traditional sectors of TV and film, as well as for the growing online sectors, including social networking sites and websites. This course will focus on the technical and aesthetic aspects of producing, directing, budgeting and on-location shooting. Prerequisite: COM 123 or COM 125.</td>
</tr>
<tr>
<td>COM 225</td>
<td>Digital Audio Production II</td>
<td>3</td>
<td>An intermediate study of digital audio production methods stressing in-studio production, use of audio principles for online delivery, podcasting and emerging media. Students will utilize digital multimedia laboratories and Pro Tools software to fulfill assignment requirements. Prerequisite: COM 122 or COM 125.</td>
</tr>
<tr>
<td>COM 252</td>
<td>Media, Conflict and Power</td>
<td>3</td>
<td>This course examines the way 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 Instructor. Offered on an as-needed basis. This course fulfills the Core Distribution Social Sciences requirement.</td>
</tr>
<tr>
<td>COM 255</td>
<td>Sports and Media: Did You See the Game Last Night?</td>
<td>3</td>
<td>Students explore moral and ethical issues in sports as presented in the media. The development of a personal philosophy 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 Instructor. Offered on an as-needed basis. This course fulfills the Core Social Sciences requirement.</td>
</tr>
<tr>
<td>COM 305</td>
<td>Sports Reporting</td>
<td>3</td>
<td>This course is designed to allow interested students the opportunity to dig deeper into reporting stories within the sports world. Work will be produced within the print, broadcast and digital realm, but also through acquiring journalistic techniques in the creation of their work. There will be a heavier emphasis on writing; “beat” reporting will be practiced; a continued deepening of knowledge of sports teams, topics and trends as it appeals to consumers of media, and...</td>
</tr>
</tbody>
</table>
understanding the principles of the competitive nature within the industry. Prerequisite: COM 217, and junior or senior standing or permission of the Program Coordinator of Communications.

COM 311 Media Sales and Advertising 3
This course provides instruction in sales methods, audience measurement, demographics, and promotion utilized in media sales. Broadcast media and digital media platforms will be examined. Prerequisite: Junior or senior standing, or permission of the Program Coordinator of Communications. Offered on an as-needed basis.

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, leadership, 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 Program Coordinator of the Oral Communication. Offered every semester. Fulfills upper-division core requirement for all bachelor's programs.

COM 332 Advanced Media Writing 3
This course focuses on the intermediate writing skills for radio, television, film and emerging media. Students will gain experience in script writing for television and film, (fiction and documentary) as well as multimedia journalism. It is a writing intensive course. Prerequisite: COM 211.

COM 335 Media Management 3
This course will examine management skills required in today's electronic media marketplace. Topics will include the basic management functions of planning, organizing, controlling and leading. In addition, broadcasting policies, practices, programming, staffing and sales interactions will be examined through case studies. Prerequisite: Junior or senior standing, or permission of the Program Coordinator of Communications. Offered on an as-needed basis.

COM 341 Media Theory and Criticism 3
A study of the different theories and approaches utilized in media and their impact on society. Students will learn critical skills to examine media products and the messages embedded within them. Media bias and ideology will also be examined. Prerequisite: Junior or senior standing, or permission of the Program Coordinator of Communications.

COM 351 Advanced Audio Production 3
An advanced study of digital audio production methods stressing in-studio production, use of audio principles for online delivery, podcasting and emerging media. Students will utilize digital multimedia laboratories, WGAD radio and Pro Tools software to fulfill assignment requirements. The class will stress writing and producing on-air broadcasting, and multi-media audio themes. Prerequisites: COM 129 or COM 122, COM 225 or permission of the Program Coordinator of Communications. Offered on an as-needed basis.

COM 352 Advanced Social Media Production 3
Building on the work of the first two years, students develop and increase their skills in social and new media production. In this hands-on course students will focus on writing and producing Internet work, with multi-media audio and video themes, using YouTube and other areas of social media. Students will also learn how to create a fully integrated social media campaign that increases search engine optimization. A laptop is required. Prerequisite: COM 124 or COM 218, or permission of the Program Coordinator of Communications. Offered on an as-needed basis.

COM 353 Advanced Video Production 3
Building on the work of the first two years, students develop and increase their skills in video production by using Dean's Digital Media Arts Center (DMAC) facilities as well as other venues. The class will stress writing and producing on-air broadcasting, creative and documentary filmmaking, and multimedia video themes, using traditional cameras and digital cameras for Internet distribution (YouTube, for instance). Prerequisites: COM 123 or COM 125, COM 223 or permission of the Program Coordinator of Communications. Offered on an as-needed basis.

COM 385 History of Film 3
This course acquaints students with the evolution of the motion picture in history and the contexts of this evolution. Period films in both the documentary and the entertainment formats will be analyzed to demonstrate the reciprocal influences between film and culture. Prerequisite: Junior or senior standing, or permission of the Program Coordinator of Communications. Offered on an as-needed basis.

COM 417 Media Law and Ethics 3
This course addresses the regulation and ethics of communications media, including newspapers, broadcast media, cable and the Internet. Topics include telecommunications regulation, defamation, rights of publicity, privacy, access to information and press freedom. Special attention will be given to intellectual property, cyber law, the law of e-commerce, Internet privacy, and media freedom and information. Approaches to ethical decision making and the application of it to modern media practices will be examined. Prerequisite: Junior or senior standing, or permission of the Program Coordinator of Communications. Offered on an as-needed basis.

COM 450 Senior Seminar 3
The Senior Seminar in Communications, taken in the senior year, helps students prepare for a professional life in their field. Students prepare and present projects, papers, exams and theses in the areas of radio, film, television or social media. This course occurs in the seventh semester, preparing students for their work in their eighth and final semester course, Senior Capstone. Prerequisite: Senior standing or permission of the Program Coordinator of Communications.

COM 495 Senior Capstone/Project 3
Communications majors will reflect, conceive, research, format, provide a protocol, and assess outcomes in a project that exhibits collective academic and artistic experiences over the previous seven semesters. This will be done under the supervision of a faculty member and be presented as scheduled by the faculty member in the eighth and final semester of their course of study. Prerequisite: Senior standing or permission of the Program Coordinator of Communications.

CYBERSECURITY

CRM CS 100 Introduction to Cybersecurity 1
This course provides an introduction to the world of cybersecurity, beginning 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.

CRM CS 102 Cybersecurity Defense in Depth 3
This course examines the world of cybersecurity risks and defenses that pose significant threats to governments and businesses. This includes knowledge, skills and techniques to identify and address the many cybersecurity threats facing our world today. This course will provide a framework for current and future cybersecurity threats by first examining the history of cybersecurity and then applying lessons learned in the past to current cybersecurity risks and defenses. The course will attempt to predict future cybersecurity concerns and the necessary preparations needed to defend against them. The course also examines how IT security threats are constantly evolving and provides insight into cybersecurity defenses from business and government perspective using real-world scenarios to demonstrate actual cybersecurity threats and the strategies used to defend against those threats.
COURSE DESCRIPTIONS

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 payment 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
The emphasis of this course 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, such as how societies provide 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.

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 pursues 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 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.

EDU 271 Administration of Early Childhood Education Programs 3
This course focuses on the management responsibilities of an administrator in various types of early childhood education programs. Included will be program evaluation, emphasis on federal and state licensing regulations, budgeting of time and finances, and the interrelationships of staff, home and community. Prerequisites: EDU 103 or EDU 111.

EDU 280 Seminar for Field Observation and Participation 1
Opportunities to take part in the program at Dean College Children’s Center will be supplemented in this course by the seminar group discussions as well as individual conferences and evaluations of field participation performance. Observations, records of behavior, individual case studies and supervised participation activities will be discussed during weekly seminar sessions. Seminars are for 1 hour and field participation is for 3.5 hours per week. Corequisite: EDU 281. Prerequisite: C– or better in EDU 103 or EDU 111; C– or better in EDU 251 or PSY 211; concurrent enrollment in EDU 231 or prior completion of EDU 231 with a C– or better; and approval of the Early Childhood Education Program Director. The Program Director reserves the right to withdraw a student from EDU 280 based on academic standing and/or performance reasons.

EDU 281 Lab for Field Observation and Participation 2
Students have an opportunity to participate at Dean College Children’s Center in the classroom with young children. Students will begin planning, implementing and evaluating open-ended opportunities for the children under close supervision of the classroom teachers and instructing supervisors. Field Placement must be taken after or concurrently with EDU 231. Field participation is for 3.5 hours per week. Corequisite: EDU 280. Prerequisite: C– or better in EDU 103 or EDU 111; C– or better in EDU 251 or PSY 211; concurrent enrollment in EDU 231 or prior completion of EDU 231 with a C– or better; and approval of the Early Childhood Education Program Director. The Program Director reserves the right to withdraw a student from EDU 281 based on academic standing and/or performance reasons.

EDU 282 Seminar in Early Childhood Education (ECE) Practicum 1
Student Teaching Practicum opportunities at Dean College Children’s Center will be supplemented by the seminar group discussions as well as individual conferences and evaluations of practicum performance. Observations, records of behavior, opportunity lesson plans and daily participation in the program will be discussed during weekly seminar sessions. Seminars are for 1 hour and practicum is for 14 hours per week. Corequisite: EDU 283. Prerequisite: C– or better in EDU 280 and in EDU 281, and approval of the Early Childhood Education Program Director. The Program Director reserves the right to withdraw a student from EDU 282 based on academic standing and/or performance reasons.

EDU 283 Lab for Practicum in Early Childhood Education (ECE) 5
Student teaching assignments at the campus preschool, Dean College Children’s Center, will give the ECE career student an experience to actively participate in the day-to-day program. Students will be absorbed in planning, implementing and evaluating opportunities for the young children in their placement, as well as take part in parent meetings, finding appropriate resources, collecting anecdotes on children, and taking over the head teacher’s role on student-teacher planning days. This course provides in-depth classroom experience with increasing responsibilities. Frequent supervision from the faculty supervisor and individual conferences with teachers will give constant feedback as to the student’s effectiveness in the classroom. Upon completion of this practicum, students will meet the requirements for Teacher Certification from DEEC. Student Teaching Practicum is for 14 hours per week. Corequisite: EDU 282. Prerequisite: C– or better in EDU 280 and in EDU 281, and approval of the Early Childhood Education Program Director. The Program Director reserves the right to withdraw a student from EDU 283 based on academic standing and/or performance reasons.

ENGLISH

ENG 111 Composition I 3
This course develops the student’s ability to think clearly and write effectively for academic purposes. 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, are incorporated throughout the course. Instruction in the following areas is emphasized in all sections: rhetorical awareness, critical thinking, proper use of MLA citations and formatting, introductory research skills and correctness in grammar and mechanics. Students must achieve a grade of C– or better to meet the prerequisite for ENG 112. Offered every semester. This course fulfills a College Core requirement.

ENG 112 Composition and Literature 3
This course is a continuation of the two-semester college writing requirement. The coursework continues to emphasize and develop critical thinking and argument in academic writing, and additionally requires independent research writing. The integration of visual elements into formal papers, MLA formatting and documentation, and editing strategies are also taught and reinforced. Prerequisite: A grade of C– or better in ENG 111 or permission of the Dean for the School of Liberal Arts and Sciences. Students must achieve a grade of C– or better to meet the prerequisite for ENG 320, ENG 331, or ENG 332. Offered every semester. 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, Garnett 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: 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 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 Folklore 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.

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. This course fulfills the Core Distribution Humanities requirement.

ENG 245 Children's Literature 3
This course surveys children's literature in the age range of preschool through fourth grade, including picture storybooks, books to begin on, folktales, poetry, fantasy fiction, realistic fiction, historical fiction, biography and informational nonfiction. Emphasis is placed on selection criteria, literary criteria and literary appreciation. Several children's novels are included. The textbook explains and critiques children's literature; additional reserved reading is assigned in a wide variety of children's picture books. Assignments cover reading and analyzing children's books, creative writing and projects, and composing an original children's final book project. Prerequisite: ENG 111, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

ENG 247  Advanced Essay Writing 3
This course will take a multidisciplinary look at a single controversial question facing the United States, giving students multiple perspectives in different disciplinary styles through which to develop a complex understanding of the issue. Students will write several essays and informal assignments, practicing the essential academic writing skills of building an argument, analyzing readings, writing from sources, using a documentation system, and doing library research. Prerequisite: ENG 112 and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences. Fulfills Upper-Division Core requirement.

ENG 255 Literary Modernism 3
Students will read the works of such 20th-century modern writers as James Joyce, Ernest Hemingway, T.S. Eliot, William Butler Yeats, F. Scott Fitzgerald and Robert Frost, in order to develop an appreciation for the depth of adventure and the breadth of imagination of American, British and Irish literary expression in the first decades of the 20th century. Prerequisite: ENG 112 and junior or senior standing, 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: ENG 355 or ENG 255.

ENG 363 Literature of the Bible 3
This course provides an exploration and appreciation of Biblical excerpts of literary value. Myths, narratives, psalms, parables and more will be studied as early forms of creative expression and an allusion base for much of the literature of later centuries. Well-known Biblical figures such as Adam and Eve, Noah, Abraham, Moses, Job, Ruth, Samson and others will be analyzed for their archetypal impact on the literature of later centuries, including our own. The figure of Jesus Christ will also be analyzed as an archetypal model for art and literature. Prerequisite: ENG 112 and junior or senior standing, 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: ENG 363 or ENG 263.

ENG 356 Humor in American Literature 3
This course will examine the structure and literary art of American humor writing from its origins in American folklore through pioneer humor, tall tales, minstrel comedy, satire and a variety of contemporary forms, including theatrical monologue, memoir and stand-up comedy. The course may include such writers as Benjamin Franklin, Mark Twain, Charles Farrar Browne, Bill Nye, James Thurber, Dorothy Parker, Zora Neale Hurston, Langston Hughes, Garrison Keillor, Woody Allen, Spalding Gray, Neil Simon, Kurt Vonnegut Jr. and David Sedaris. Prerequisite: ENG 112 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.
ENTREPRENEURIAL AND SMALL BUSINESS MANAGEMENT

SBM 124 Small Business Accounting and Budget Management
Approaches accounting practices as applied in a small business setting. Studies record keeping including purchasing and inventory control, operational costs, accounts payable, accounts receivable, and payroll as well as year end closing and financial statement preparation. Computerized general ledger and software are addressed.

SBM 204 Small Business Management
Studies the principles of management as applied to a small business. A hands-on approach is provided to examine the planning, organizing, directing, controlling, financing and staffing requirements.

SBM 214 Small Business Marketing and Sales
This course examines how a small business owner or entrepreneur can compete or expand into the larger domestic or international marketplace. Case studies will be used to identify the unique challenges faced and develop specific marketing strategies to increase sales.

SBM 224 Small Business Advertising and Promotion
Addresses the use of advertising techniques and promotional activities to increase sales and repeat business. Provides an overview to the steps to plan, coordinate and evaluate a cost-effective advertising campaign.

FUND RAISING

FDR 100 Ethics in Fundraising
Neither the development professional, the institution they represent or the generous donors that they pursue are perfect. There is however a strong demand that every development officer complete his or her everyday job duties in an ethical and enjoyable fashion. In a world that is difficult to understand at times, one must emphasize performing job duties with compassion and care. This course provides conceptual tools with which a nonprofit can thoroughly examine the ethics of how and from whom it seeks donations. The Ethical Decision-Making Model explains how fundraisers can use their basic value commitments in their organizational mission, professional relationships, and personal integrity as day-to-day touchstones for making balanced, ethical, fundraising decisions. With the flexibility of using your current organization’s case studies or industry case studies, each student will apply essential techniques in an ethical manner through each module. Course activities will include written assignments, discussion forums and case studies.

FDR 101 Creating Perpetual Annual Giving
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
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
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
This course provides conditions happening every day in the real world of managing a capital campaign. The course will test the student’s charitable organization’s preparedness to launch a public campaign, including learning how to motivate staff, volunteers and understanding when and why a consultant should be incorporated into the overall strategy for guidance.

HISTORY

HIS 111 United States History to 1865
This course surveys the social, economic and political developments in American history from European colonization to the American Civil War. In addition to these subjects, considered topics include the American Revolution and Constitution, Jacksonian democracy, the market revolution and the sectional conflict. Students will encounter primary historical materials as well as scholarly accounts of the past. Lecture and discussion.

HIS 112 United States History – 1865 to Present
This course surveys the social, economic and political developments in American history from Reconstruction to the Cold War and beyond. Students will engage the United States’ economic, political and military rise as a world power, as well as the far-reaching social developments that came with American ascendency. Students will encounter primary historical materials as well as scholarly accounts of the past. Lecture and discussion.

HIS 151 World History I, to 1500
This course is devoted to the study of early human social development up to the era of globalization in the 1500s. Main themes include the rise of cities and trade, empire building, cultural exchange, religion and philosophy, and technological development. Much of the course focuses on the Mediterranean societies from the first cultures in Mesopotamia to Christian and Islamic dominance in Europe in the 1400s. Comparative regions include East Asia (China), Sub-Saharan Africa and the Americas. Students will encounter primary historical materials as well as scholarly accounts of the past. Lecture and discussion.

HIS 152 World History II, 1500 to Present
This course is devoted to the study of civilizations from the 15th and 16th centuries to the present. In addition to global contact and exchange, the course emphasizes the rise of science, industrialization, and the resulting political ideologies and social revolutions. The widespread upheaval and reorganization caused by World Wars I and II lead to the course’s conclusion in the Cold War, decolonization and globalization. Students will encounter primary historical materials as well as scholarly accounts of the past.

HIS 203* Cold War America: Culture and Conflicts
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.
COURSE DESCRIPTIONS

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 is through papers, a teamwork project and exams. This course is cross-listed with ENG 242. Students may receive credit for only one of the following courses: HIS 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 discussion, lecture, exams, short response papers, and a final research paper. 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 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 discussion, lecture, analysis of historical documents, literature, art and architecture, as well as exams, short response papers and a final research paper. 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 335  History of Gender and Sexuality  3
This course explores how ideas about and social practices of femininity, masculinity and sexuality have developed since 1800 in the United States and Europe. Within this comparative regional framework, students will have the opportunity to learn about the changing social expectations that women and men faced and how they adopted, negotiated or rejected these expectations. Students will also consider how medical professionals, social scientists, moral reformers, educators and governments have sought to define and redefine gender and sexual norms across the past two centuries. This exploration takes students on a historical journey through themes such as marriage, reproduction, work and the family, as well as love and intimacy. It will include discussions of body presentation and fashion. The course also will investigate the contradictory ways in which gender and sexuality have been used in the political arena both as instruments of control and as a means to individual freedom of expression. Prerequisite: Junior or senior standing, or permission of the Dean of the School of Liberal Arts and Sciences. Offered on an as-needed basis.

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 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 toward 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. Prerequisite: 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 activities 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.

MARKETING

BUS 218  Principles of Advertising  3
Principles of advertising and its purpose in business. This course provides an overview of the objectives of advertising and various methods used, including
Aesthetics are different between cultures — these connections, cultural beliefs if art and music are intrinsic components of the human experience then we can study the role they play in developing a marketing plan and strategy.

**BUS 228 Consumer Behavior**
This course examines marketplace and consumer behavior by studying its socio-economic, cultural and psychological influences. Examine the use of test marketing and its relation to decision making while addressing consumer influences and the role it plays in developing a marketing plan and strategy.

**BUS 238 Marketing Research**
Introduction to the use of marketing research as a tool to develop marketing and advertising strategies. The collection, analysis, interpretation, and evaluation of data for use in decision-making is explored. Various research approaches are studied. Prerequisite: BUS 235

**BUS 304 Interactive Marketing**
This course focuses on a specific form of advertising that is media-based and targets online consumers. The methodologies of developing and working in an interactive, e-commerce environment while exploring the unique characteristics and opportunities presented through digital marketing. Prerequisite: BUS 235

**BUS 314 Marketing Analytics**
This course addresses the practice of managing and studying data to determine the return on investment of marketing. Explore the application of data-driven decision-making processes for marketing and advertising budgets that deliver results. Prerequisite: BUS 235

**BUS 324 Branding Strategy**
Studies the long term plan to develop a successful brand and how to incorporate it into every aspect of a business. Focuses on how an effective brand strategy can establish a company, distinguish it from its competitors, and provide an edge in a competitive or saturated marketplace. Prerequisite: BUS 235

**MATHEMATICS**

**MTH 130 Introductory Statistics**
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**
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**
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 152 Precalculus II**
This course provides an overview of those topics in algebra and trigonometry that are needed for calculus and the physical sciences. Topics include: basic algebra and graphing techniques, function and inverse function theory, exponential and logarithmic functions, and trigonometric functions and graphs. Prerequisite: A grade of a B or better in MTH 150; or a grade of a C– or better in MTH 151.

**MTH 160 The Mathematics in Art: Connecting Art and Mathematics**
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 studying 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**
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 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 241 Calculus I**
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'Hôpital'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**
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.

**MUSIC**

**MUS 150 The Roots of Popular Music**
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**
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 contemporary society, and the contribution the performing arts make to a richer life. Students will learn how to describe, analyze, interpret and evaluate the performing arts in order to move beyond a “that was cool — not sure why” reaction to a more detailed and satisfying understanding of a work. Attendance required at specified performances. Course fee: $40. Prerequisite: ENG 111, or permission of the Dean of the School of Dance. This course fulfills the Core Distribution Arts requirement.
**COURSE DESCRIPTIONS**

**PFA 230**  *The Arts and Film from 1960 to Present*  
This survey course explores art, music, dance, film and theatre from 1960 to the present. The course finds commonalities and distinctions between the art forms that reflect historical trends. For example, students will study the films by Franco Zeffirelli and Baz Luhrmann’s of Romeo + Juliet, considering how they compare in light of society, art and culture; graffiti art of Jean Basquiat and Keith Haring; performance studies through readings of Grotowski and performance art, 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*  
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*  
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. These 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*  
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 quantified? Can any given 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*  
This course introduces students to the subject of ethics and how ethics find particular application in the field of business. Students will briefly discuss the following ethical views: Cognitivism vs. Non-Cognitivism, Utilitarianism, Deontology, Epigram 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*  
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*  
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 us understand 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 will be emphasized. Prerequisite: ENG 111, and MTH 150 or MTH 240; or permission of the Dean of the School of Liberal Arts and Sciences. Offered on an as-needed basis. This course fulfills the Core Distribution Natural Sciences and Mathematics requirement.

**PSC 181**  *The Science of the Environment: Sustaining the Planet*  
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 will be stressed. Hands-on activities will help students understand theoretical principles and provide useful analytical skills. Students will research a topic selected in consultation with the instructor and will present results in a poster session or PowerPoint presentation at the end of the semester. Prerequisite: ENG 111, and MTH 150 or MTH 240; or permission of the Dean of the School of Liberal Arts and Sciences. Offered on an as needed basis. This course fulfills the Core Distribution Natural Sciences and Mathematics requirement.

**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 Social Sciences 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 3
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 3
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 3
“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 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 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 3
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 3
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 3
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 3
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 socio-emotional 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 3
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 3
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 3
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 3
This course introduces students to the field of counseling. It explores the therapeutic process and 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.

PSY 332 Personality 3
This course will examine the major theories of personality, personality development and personality assessment, including trait theory, cognitive, behavioral, humanistic and neo-psychoanalytic perspectives. Emphasis will be placed on understanding the historical context of each theory, identifying the psychologists who developed the theories, examining the similarities and the differences of the theories, exploring the application of each theory for therapy, and understanding individual differences. Prerequisite: PSY 111 and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

PSY 334 Brain and Behavior 3
This course examines the effects of basic neurological functions on behavior. Concepts include: nerve cells and nerve impulses; communication at synapses; anatomy of the nervous system; plasticity of the brain; mechanisms of perception; wakefulness and sleep; the role of physiology on emotional behaviors and psychological disorders; and drug use and abuse. Prerequisites: PSY 111 and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

PSY 335 Psychology of Sport 3
Psychology of sport is an application of the scientific method in studying the impact of relationships within the culture of sports. This course offers a global perspective and a broad base of knowledge on topics such as social relationships, communication, coach leadership, team cohesion, motivation and motivational climate, audience effects and morality in sports. Interactions and dynamics that affect sport performance and the sport experience for youth and adults will be addressed. This course delves into established areas of interest such as group dynamics, coach-athlete and peer relationships, and topics such as relational efficacy, stereotypes, gender, race and cross-cultural issues. Prerequisite: PSY 111 and junior or senior standing, or permission of the Dean of the School of Liberal Arts and Sciences.
COURSE DESCRIPTIONS

PSY 341 Research Methods in the Social Sciences 3
This course is an introduction to the fundamental concepts, methodology and application of the research process in the social sciences. The major methodologies in research, both quantitative and qualitative, are considered. Students are introduced to the essential ideas in contemporary research, including: how to conceptualize a study and how to review relevant literature; sampling methods and options; measurement methods (questionnaires, scales, interviews) and how to determine their quality (reliability and validity); experimental and quasi-experimental research designs; basic data analysis methods; and ethical issues in research. Prerequisite: Junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences. Students are strongly advised to take MTH 130 prior to completing PSY 341. This course is cross-listed with SOC 341. Students may receive credit for only one of the following courses: PSY 341, SOC 341, or LAS 341.

PSY 350 Culture and Psychology 3
This course explores a recent focus in social psychology, the investigation of human cognition and behavior across cultures. Topics include: building a conceptual framework for cross-cultural psychology; understanding methods of cross-cultural research; examining cognition and behavior that is universal and cognition and behavior that is culture specific; understanding human development and education across cultures; and factors in cultural diversity, including sex, gender, race, individualism and collectivism, intelligence and acculturation. Prerequisite: PSY 111 and junior or senior standing, 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 350 or PSY 230.

PSY 355 Psychology of Religion 3
This course investigates the psychology of religion from various perspectives (phenomenological, empirical and sociological). Students will explore the role of religion as a powerful meaning-making system that affects people’s beliefs, motivations, emotions, behaviors and relationships. Additionally, we will discuss topics such as prayer, meditation, mental health, mysticism, religious experiences and personal development. 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 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.

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 toward 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. Prerequisite: PSY 111 and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

PSY 450 Senior Seminar in Psychology 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 field. Students will work closely with the Academic Advisor to develop their major portfolio and project. Topics and activities 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.

PSY 495 Senior Capstone in Psychology 3
The purpose of the seminar 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 the student’s 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 in the bachelor's degree program. Prerequisite: Senior standing, or permission of 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 214* Sociology of Culture and Popular Culture 3
“Culture” has many meanings. It can describe a cumulative way of life, the creations associated with the arts, and the beliefs, values, behaviors and possessions of a group. This course uses the sociological perspective to explore these different definitions as well as the production and consumption of culture and popular culture. It is organized around three guiding questions: What cultural patterns are found in various groups and institutions? What are the social origins of culture and popular culture? What influence do culture and popular culture have on society? Prerequisite: ENG 111 or permission of the Dean of the School of Liberal Arts and Sciences. Offered on an as-needed basis. 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.

SOC 220 Social Problems 3
This course examines social problems from the individual, institutional and structural perspectives. Selected topics may include but are not limited to violence, poverty, white-collar crime and pollution. The impact of these issues on communities as well as on the quality of life in society will be examined. The areas of morality and values, normality and deviance, social control, social change and social goals will be included. Prerequisite: SOC 113, or permission of the Associate Dean of the School of Liberal Arts and Sciences.

SOC 225* Health and Illness: A Sociological Perspective 3
This course uses sociological concepts, perspectives and research methods to examine the socio-cultural aspects of health and illness, disease prevention and disease diagnosis and treatment. The course explores the epidemiology and social demography of health, examines the behaviors associated with health and illness, and reviews the experience of illness in various societies. Attention is given to
doctor/patient interaction and relationships and to the medical professions in changing societies. The course also addresses health care delivery systems and social policies regarding medical care in the United States and around the world. Students may receive credit for only one of the following courses: SOC 225 or SOC 325. 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 250**  
Change the World: Public and Applied Sociology  
This course will investigate what sociologists can do using their knowledge, tools and skills. We will study the work of professional sociologists, who address problems in society by making research accessible to a wider audience and by being social activists working in community-based organizations, nonprofit agencies and social movements. In addition, we will study the work of applied sociologists, who identify and address social problems by working with government entities to develop and evaluate policies and programs. 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 255**  
Social Inequality and Stratification  
This course explores inequality in the United States within a global framework. The course focuses on the major dimensions of social inequality: class, race and ethnicity, sex and gender, sexuality and disability. It explores the causes, consequences and lived experiences of inequality and stratification. The course will also examine theories of social inequality and historical and current attempts to reduce or eliminate it. 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 260**  
Technology and Society  
This course examines the role of technology in society. Students will discuss multiple definitions of technology, as well as gain an understanding of the power and potential consequences of specific technologies. This course also explores the impact of technological development upon social life and culture, as well as how technology both contributes to and results from social change. 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 330**  
Mass Media and Society  
This course takes a critical approach to the study of the production and consumption of mass media, focusing on both the media industry in the United States and emerging forms of global media. The course will examine the economic and social organization of mass media, the content of media messages, the relationship between media and the public, the growth of new media technologies, and current dilemmas facing media policy makers. Prerequisite: SOC 113 and junior or senior standing, or permission of the Associate Dean of the School of Liberal Arts and Sciences. This course fulfills the Core Distribution Social Sciences requirement.

**SPEECH**

**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 is 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.

**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 Sport Based Youth Development (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 Sport Based Youth Development (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.

* Denotes Core Distribution Courses.

The complete Core Distribution Course and Liberal Arts Electives lists are provided on pages 31–32.
STAFF AND FACULTY DIRECTORY

BOARD OF TRUSTEES
MARK D. BOYCE
Chairman
President and CEO, Scribe Healthcare Technologies, Inc.

JAN A. KOKES, ’64
Co-Vice Chairman
President, The Kokes Organization, LLC

JOSEPH C. MAHER, JR., J.D.
Co-Vice Chairman
Executive Vice President and General Counsel, Steward Health Care Systems, LLC

EDWARD AUGUSTUS, JR.
City Manager, City of Worcester, Massachusetts

JEFFREY P. COHEN
President, Island Capital Group LLC

SCOTT D. COWELL
President, Carvel Ice Cream

MICHAEL R. COSTA
Member of the Board of Directors, Scrips Networks Interactive Inc.

BETTY-JO CUGINI, ’82
New Media Supervisor, Communications and Marketing Department, University of Rhode Island

DONNA MARIE CUSSON, ’80
Retired

RUTH L. DUGAN, ’67
Board President, Gilda’s Club of Northern New Jersey

ANDRES FERNANDEZ
Managing Director, Bank of America

WILLIAM D. GREEN, ’74
Former Chairman and CEO, Accenture

CHRISTOPHER P. HENNESSEY, LL.M.
Associate Professor of Law, Babson College

PETER K. HEXTER, ’66
Partner/President, BRAX Ltd.

DAVID H. HOFFSIS, ’68
Senior Account Manager, Carousel Industries

MICHAEL A. JONES
Former President and CEO, Pyramis

STEPHEN B. LINCOLN
Former Group Vice President Sales, Dean Foods, Northeast Region

DOMINIC ORR
President and CEO, Aruba Networks, Inc.

SUSAN I. PERMUT
Senior Vice President and Deputy General Counsel, EMC Corporation

THERESA M. ROBBINS
Retired

PAULA M. ROONEY, ED.D.
President, Dean College

SCHOOL OF CONTINUING STUDIES
GREGORY CHALK
Vice President, Marketing and Business Development
B.S., Springfield College
M.B.A., Bellevue University

PAUL J. RESTEN
Dean, School of Continuing Studies, Assistant Vice President Business Development
B.S. Bryant University

DENISE WATSON
Assistant Dean, School of Continuing Studies
B.A., M.S., University of Scranton

DR. P. GERARD SHAW
Dean, School of Business;
SCS Business Program Coordinator
B.S., Villanova University
M.S., Biscayne College
M.A., Washington Theological Union
Ph.D., Boston College

JOANNE HOGAN
Coordinator of Early Childhood Education Programs
B.A., Assumption College
M.Ed., Bridgewater State College

FACULTY
ALAN ADAMS
Adjunct Instructor, Business
B.S., B.A., Bryant College
M.B.A., Bryant College

KIMBERLY BARRY
Adjunct Instructor, Business
B.A., Tulane University
M.B.A., University of Texas at Austin

THOMAS BENHAM
Adjunct Instructor, Business & Accounting
B.S., Fitchburg University
M.B.A., Suffolk University

EDWARD BURKE
Adjunct Instructor, History
B.A., College of the Holy Cross
M.A., Assumption College
M.Ed, Rhode Island College

FRANK S. CACCANALE
Adjunct Instructor, Mathematics
B.A., Northeastern University
A.M., Middlebury College
M.A.T., Bridgewater State College

PATRICIA M. CASEY
Adjunct Instructor, Accounting
B.S., northeastern University
M.B.A., Suffolk University

GREGORY CHALK
Adjunct Instructor, Business
B.S., Springfield College
M.B.A., Bellevue University

DR. GARY CONVERTINO
Adjunct Instructor, Business
B.S., Binghamton University
M.A., Johnson & Wales University
Ed.D., Johnson & Wales University

BRIAN COUGHLIN
Adjunct Instructor, Business & Economics
B.S., University of Massachusetts Boston
M.S., Lesley College

WAYNE CRESSER
Associate Professor of English
B.A., M.A., University of Rhode Island

BRIAN CURRAN
Adjunct Instructor, Business
B.S., Worcester State College
M.B.A., Nichols College

PAMELA DISHBERGER
Adjunct Instructor
B.S., Texas State University
M.S., University of Houston

AMBER LUCKIE-EDWARDS
Adjunct Instructor, Business, Communication, Sociology
B.A., University of Mary
M.A., Western Illinois University

ROBIN FRAIN
Adjunct Instructor, Science
B.S., University of Maine, Orono
M.S., University of Massachusetts, Amherst

DONNA FULLER
Adjunct Instructor, English, Communication
B.A., Stonehill College
M.A.T., Boston College

ANITA GILBERT
Adjunct Instructor, English, Communication
B.S., Suffolk University
M.A., University of Massachusetts

SERIA GORAM
Adjunct Instructor, Business
B.S., Wayne State University
M.B.A., Wayne State University

LISA GRANATA
Adjunct Instructor, Art
B.F.A., Maryland Institute
M.F.A., Cranbrook Academy of Art

JAMES GULINELLO
Adjunct Instructor, Business
B.A., Eastern Nazarene College
M.S., Lesley University

JOHN L. HOGAN
Adjunct Instructor, Business
B.S., Suffolk University
M.B.A., Babson College

IRENE T. HOULE
Adjunct Instructor, Business, Economics
B.S., University of Connecticut
M.Ed., Worcester State College

ERIN LOWERY-CORKRAN
Adjunct Instructor, English
B.A., University of Wisconsin, Whitewater
M.S., Indiana State University
Ph.D., Boston College

MATTHEW LUDENSKY
Adjunct Instructor, Psychology
B.A., Springfield College
M.Ed, Springfield College

DR. MICHAEL MCKAY
Adjunct Instructor, Economics
B.A., University of Massachusetts
M.A., Ph.D., Clark University

PAMELA MELE
Adjunct Instructor, Early Childhood Education
B.A., Elmira College
M.S., Nazareth College

JEROME MOYNIHAN
Adjunct Instructor, Business, Economics
B.A., University of Rhode Island
M.B.A., Bryant College

VERA MYKYTA
Adjunct Instructor, Early Childhood Education
B.S., University of Connecticut
M.Ed., Worcester State College

PAUL NAPOLITANO
Adjunct Instructor, Business
B.S., Bryant University
M.B.A., Bryant University

GEORGE O’GRADY
Adjunct Instructor, Computer Science
B.A., Bentley College

GREGORY PANO
Adjunct Instructor, Business, History
B.A., M.A.L.D., Tufts University
M.S., Simmons College
J.D., New England School of Law

BRIAN PELLITER
Adjunct Faculty, Math
B.S., University of Rhode Island
M.B.A., University of Rhode Island

KRISTINE PELLMUTTER
Adjunct Instructor, English
B.A., Marquette University
M.A., Northeastern University

ROY D. POTVIN
Adjunct Instructor, Business, Mathematics
B.A., Worcester State College
M.B.A., Worcester Polytechnic Institute

MICHELLE RENAUD
A.B., Harvard University Extension School, M.S.W. Salem State College

LOREEN RITTER
Adjunct Instructor, Philosophy, Liberal Studies, Psychology
B.A., Merrimack College
M.A., Assumption College

HANK SENNOTT
Adjunct Instructor, Communication, Business
B.S., Boston University
M.A., Providence College

ROBERT L. ZAILCKAS
Adjunct Instructor, Business
B.S., Boston College
M.B.A., Western Michigan University

ERIN LOWERY-CORKRAN
Adjunct Instructor, English
B.A., University of Wisconsin, Whitewater
M.S., Indiana State University
Ph.D., Boston College

MATTHEW LUDENSKY
Adjunct Instructor, Psychology
B.A., Springfield College
M.Ed, Springfield College

DR. MICHAEL MCKAY
Adjunct Instructor, Economics
B.A., University of Massachusetts
M.A., Ph.D., Clark University

PAMELA MELE
Adjunct Instructor, Early Childhood Education
B.A., Elmira College
M.S., Nazareth College

JEROME MOYNIHAN
Adjunct Instructor, Business, Economics
B.A., University of Rhode Island
M.B.A., Bryant College

VERA MYKYTA
Adjunct Instructor, Early Childhood Education
B.S., University of Connecticut
M.Ed., Worcester State College

PAUL NAPOLITANO
Adjunct Instructor, Business
B.S., Bryant University
M.B.A., Bryant University

GEORGE O’GRADY
Adjunct Instructor, Computer Science
B.A., Bentley College

GREGORY PANO
Adjunct Instructor, Business, History
B.A., M.A.L.D., Tufts University
M.S., Simmons College
J.D., New England School of Law

BRIAN PELLITER
Adjunct Faculty, Math
B.S., University of Rhode Island
M.B.A., University of Rhode Island

KRISTINE PELLMUTTER
Adjunct Instructor, English
B.A., Marquette University
M.A., Northeastern University

ROY D. POTVIN
Adjunct Instructor, Business, Mathematics
B.A., Worcester State College
M.B.A., Worcester Polytechnic Institute

MICHELLE RENAUD
A.B., Harvard University Extension School, M.S.W. Salem State College

LOREEN RITTER
Adjunct Instructor, Philosophy, Liberal Studies, Psychology
B.A., Merrimack College
M.A., Assumption College

HANK SENNOTT
Adjunct Instructor, Communication, Business
B.S., Boston University
M.A., Providence College

ROBERT L. ZAILCKAS
Adjunct Instructor, Business
B.S., Boston College
M.B.A., Western Michigan University
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. Take 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.

CAMPUS MAP KEY
1. Dean Hall Administrative Offices: Academic Affairs Alumni Relations Center for Student Financial Planning & Services: Accounts Payable/Payroll Financial Aid Registrar Student Billing Classrooms Campus Safety Digital Media Arts Center Faculty Operations Human Resources Institutional Advancement Marvin Chapel Office of the President Rooney Shaw Center for Innovation in Teaching School of Continuing Studies WGAR Radio Station
2. Alumni Memorial Hall Fitness Center Gym/Dance Studio Trophy Room
3. Faculty/Staff Parking
4. Pieti Gymnasium Athletics Offices
5. Green Family Library Learning Commons Berenson Writing Center Classrooms E. Ross Anderson Library Jazzman’s Cafe Kaki Quiet Space Lucey Center for Technology & Training Motion Family Learning Center Technology Service Center
6. Arthur W. Peice Center for Technology & Science Academic Computer Lab Alden Center for Teaching & Learning Berenson Mathematics Center Classrooms Information Technology
7. Ray Building Classrooms
8. Angie Way
9. Gomez Way
10. War Memorial Monument
11. Dean Hall Parking Lot (Faculty, Staff, Visitors)
12. Ewen Hall, Residence Hall
13. Wallace Hall, Residence Hall
14. Jones Hall, Residence Hall
15. Jones Parking Lot
16. Grant Field
17. Thompson House
18. President’s Residence
19. Performing Arts Studios
20. Clark House, Residence Hall
21. Ray House/Admissions Admissions Office Marketing/Communications Office
22. Woodward Hall, Residence Hall
23. Campus Center Atrium Bookstore Boomer’s Dining Services Dr. Frank B. Campanella Board Room Fernandez & Smith Center for Student Development & Retention Game Room Guider Conference Room Guider Center Holy & Jan Kokes ’64 Fitness Center Post Office Rehearsal Rooms Robbins Family Center for Advising & Career Planning Set and Costume Shops Smith Dining Center Student Activities The Main Stage Wasserstrom Dining Room
24. Main Entrance/Parking (Campus Center and Admissions Visitors)
25. Thayer House Faculty Offices
26. Putnam House Faculty Offices Classrooms
27. Chapman House Counseling Services Health Services Residence Life
28. Thayer Barn Dance Studio
29. Adams Hall, Residence Hall
30. Adams Parking Lot
31. Mitchell House, Residence Hall
32. Bourret Hall, Residence Hall
33. Children’s Center
34. Houston House, Residence Hall
35. Dean’s House
36. Dean’s House
37. Franklin Center Commons II (Located at 69 Maple Street)
38. Longley Athletic Fields Complex
39. Commuter Rail Train Station (75 Depot Street)
40. Horne Hall, Residence Hall

To Center for Student Financial Planning Services (CSFPS)
Located in Dean Hall, Main Floor
From Main Street as described in 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 Main Street as described in 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.
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 the following areas:

**Bachelor’s Degrees**
- Business – concentration:
  - Accounting
  - Cybersecurity Studies
  - Entrepreneurial and Small Business Management
  - Fundraising
  - Human Resource Management
  - Management
  - Marketing
  - Communication
  - Liberal Arts and Studies
  - Psychology

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

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.