



Academic Catalog

2011–2012



DEAN
COLLEGE

Prepare for what's next.

Academic Catalog 2011-2012



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- To use these links, hover the mouse pointer over the red text. When the open hand mouse symbol changes to a hand with a pointing finger, click. The view will change to the linked page.
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A DEAN COLLEGE CALENDAR

FALL SEMESTER 2011

Thursday, September 1	NEW international students arrive for Check-In
Friday, September 2	International Student Orientation begins
Sunday, September 4	NEW students arrive for Check-In; Bulldog Bash begins
Monday, September 5	Labor Day - RETURNING students arrive for Check-In
Tuesday, September 6	Day and SPCS classes begin
Monday, September 12	Last day to ADD a semester class without the instructor's permission
Wednesday, September 14	President's Cup Golf Tournament
Monday, September 19	Last day to ADD a semester class with the instructor's permission
Saturday, October 1	Family Day
Monday, October 3	Last day to DROP a semester class without notation on permanent academic record
Monday, October 10	Columbus Day – NO CLASSES – Administrative offices closed
Friday, October 21	Mid-semester; last day of Quarter One Day classes Discover Dean Day
Monday, October 24	Last day of Quarter One SPCS classes; Quarter Two Day classes begin
Tuesday, October 25	Quarter Two SPCS classes begin
Monday, October 31	Registration for Spring 2012 begins
Thursday, November 3	Dean Leadership Institute
Monday, November 7	Last day to WITHDRAW from a semester class with a "W" (Withdrawn) grade
Friday, November 11	Discover Dean Day
Friday, November 18	At the conclusion of Friday classes, Thanksgiving holiday begins and residence halls close
Sunday, November 27	Residence halls re-open at noon
Monday, November 28	Day and SPCS classes resume
Friday, December 9	Last day of Day classes
Saturday, December 10	Last day of SPCS classes
December 12 – 15 (Monday – Thursday)	Final Examinations; residents must vacate their room immediately after their last final
Friday, December 16	Snow date for Final Examinations

ACCELERATED INTERSESSION 2012

Monday, January 9 – Friday, January 20	
Monday, January 16	Martin Luther King Holiday – NO CLASSES – Administrative offices closed

SPRING SEMESTER 2012

Thursday, January 19	NEW international students arrive for Check-In
Sunday, January 22	Residence halls re-open; New Student Orientation begins
Monday, January 23	Day and SPCS classes begin
Friday, January 27	Last day to ADD a semester class without the instructor's permission
Friday, February 3	Last day to ADD a semester class with the instructor's permission
Monday, February 20	Presidents' Day – NO CLASSES – Administrative offices closed
Friday, February 17	Last day to DROP a semester class without notation on permanent academic record
Friday, February 24	Discover Dean Day
Friday, March 9	Last day of Quarter Three Day classes; at the conclusion of Friday classes, Spring vacation begins and residence halls close
Saturday, March 10	Last day of Quarter Three SPCS classes; SPCS vacation begins at the conclusion of Saturday classes
Sunday, March 18	Residence halls re-open at noon
Monday, March 19	Quarter Four classes begin; Day and SPCS classes resume
Wednesday, March 21	Dean Leadership Institute
Friday, March 23	Discover Dean Day
Monday, April 2	Last day to WITHDRAW from a semester class with a "W" (Withdrawn) grade
Monday, April 9	Registration for Fall 2012 begins
Monday, April 16	Patriot's Day – NO CLASSES – Administrative offices closed
Friday, May 4	Last day of classes
May 7 – 10 (Monday – Thursday)	Final Examinations; Non-graduating resident students and students not participating in Graduation Days must vacate their room immediately after their last final
Friday, May 11	Graduating Student and Family Reception
Saturday, May 12	Commencement – 11:00 am

A A BRIEF HISTORY

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 degree in Dance. Additionally, on-campus Bachelor degree options became available through a partnership with Suffolk University. In 2007, Dean added a Bachelor degree in Arts and Entertainment Management. In 2010, Dean added Business, Liberal Arts and Studies, and Theatre Bachelor degree programs.

Today, Dean College is a private co-educational college with 950 full-time students and 500 part-time students, and more than 19,000 alumni. The broad-based liberal arts curriculum at Dean affords students the freedom to choose among a variety of associate degree majors and five baccalaureate degrees. Dean's future is based soundly upon its 146-year history of developing programs that meet the changing individual needs of its students.

MISSION STATEMENT

Dean College, a private residential college fostering academic and personal success, offers a variety of associate degree programs, transfer preparation for four-year institutions, and baccalaureate degrees. Dean provides its students with quality teaching, personalized academic support, leadership and professional development opportunities that promote a lifetime of learning and achievement. In a society where change is constant and dramatic, Dean College is committed to graduating students who are well-prepared for the world of work or further collegiate study. Dean graduates will continue to demonstrate strong community and social responsibility, high standards of personal integrity, and the ability to thrive in a global environment.

THE DEAN PHILOSOPHY

Dean College subscribes to the philosophy that, in order to attain the goals of knowledge, integrity, self-confidence, and community responsibility, students must embrace education as a total living and learning experience. The Dean environment advances this ideal by emphasizing the importance of academic discipline as well as student involvement in co-curricular activities. The belief is that, in addition to receiving the many services that the College offers, students should also make serious contributions to Dean and the Dean community. Toward this end, the Academic Affairs and Student Development Offices work together to academically and socially enable students by providing them with quality teaching, personalized attention, and leadership development opportunities.

STUDENT LEARNING GOALS

A

Dean College has developed seven learning goals for all students. The purpose of these goals is to help students redefine what is possible for their academic, career, and personal success. These goals are:

Critical thinking, problem-solving, and decision making

*Researching and analyzing issues or problems,
and developing conclusions or action plans supported by reasons and evidence.*

Written and oral communication

Communicating effectively to accomplish academic, career, and personal goals.

Teamwork and leadership

*Working with others to create projects, solve problems, or make decisions.
Taking personal responsibility to lead oneself and/or others to achieve desired goals.*

Technology and information literacy

Using technology and information resources effectively and ethically to enhance learning.

Quantitative reasoning and scientific inquiry

*Understanding how science explores our world, how to interpret scientific findings,
and how to utilize and apply mathematics to answer critical questions.*

Understanding the human condition, social responsibility, and global citizenship

*Learning about the development and condition of humanity – not only the history of humankind,
but how humanity has expressed itself through the Arts and literature and understood itself
through philosophy and the social sciences. Demonstrating a commitment to solve
the larger challenges facing our local, national, and global communities.*

Defining an evolving personal identity

*Learning about the physical, intellectual, and emotional aspects of one's being,
and using that knowledge to develop and implement a plan to achieve
academic, career, and life-long goals.*

As a result of their Dean experience, students will develop the ability to (1) learn about each goal's broader context, history, and theories; (2) develop skills in these areas; and (3) apply these skills to take action and accomplish their academic and personal goals.

In addition to these core learning goals, students will also develop specific learning competencies related to their major. These competencies are detailed in the program description for each major, beginning on [page 30](#).

Achievement of these learning goals is assessed through the College's comprehensive student learning outcomes assessment plan.

A ACCREDITATION AND MEMBERSHIPS

Dean College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges; is authorized to award the Associate in Arts, Associate in Science, Bachelor of Science in Business, Bachelor of Arts in Arts and Entertainment Management, in Dance, in Liberal Arts and Studies, and in Theatre degrees by the Commonwealth of Massachusetts; and is a member of many professional education associations.

The Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The Dean College Children's Center is accredited by the National Association for the Education of Young Children.

Institutional memberships held by the College include:

Academy of Criminal Justice Sciences
 American Association of Collegiate Registrars and Admissions Officers (AACRAO)
 American College Health Association
 American Council on Education (ACE)
 American Library Association
 American Society of Composers, Authors and Publishers (ASCAP)
 Association for Student Conduct Administration (ASCA)
 Association for the Advancement of Sustainability in Higher Education (AASHE)
 Association of American Colleges and Universities (AAC&U)
 Association of Arts Administration Educators (AAAE)
 Association of College and University Housing Officers – International (ACUHO-I)
 Association of Governing Boards of Universities and Colleges (AGB)
 Association of Higher Education Facilities Officers (APPA)
 Association of Independent Colleges and Universities in Massachusetts (AICUM)
 Association of Performing Arts Presenters (APA)
 Association of Student Judicial Affairs (ASJA)
 Association on Higher Education and Disability (AHEAD)
 Boston Area College Housing Association (BACHA)
 Broadcast Education Association
 Broadcast Music, INC. (BMI)
 College and University Professional Association for Human Resources College Board
 College Health Association of Nurse Directors
 Connecticut School Counselor Association (CSCA)
 Council for Higher Education Accreditation (CHEA)
 Council for International Schools
 Council for the Advancement and Support of Education (CASE)
 Council of Child Development Laboratory Administrators
 Council of Independent Colleges
 Financial Executives Association (FEI)
 495/Metrowest Partnership
 Franklin Downtown Partnership
 Greater Boston Police Council

Higher Education Consultants Association (HECA)
 Intercollegiate Broadcasting System (IBS)
 Independent Educational Consultants Association (IECA)
 International Association of Campus Law Enforcement Administrators
 International Society for Technology in Education
 Justice Studies Association
 Massachusetts Association of Campus Law Enforcement Administrators
 Massachusetts Association of Student Financial Aid Administrators (MASFAA)
 Massachusetts High School Drama Guild
 Massachusetts School Counselors Association (MASCA)
 Metrowest Regional Library System
 MHEC Purchasing Consortium
 Milford Area Chamber of Commerce (MACC)
 Minuteman Library Network
 National Academic Advising Association (NACADA)
 National Alliance of Two-Year Athletics Administrators (NATYCAA)
 National Association for Campus Activities (NACA)
 National Association for the Education of Young Children
 National Association of Academic Advisors for Athletics (N4A)
 National Association of Broadcasters (NAB)
 National Association of College Admissions Counselors (NACAC)
 National Association of College Directors of Athletics (NACDA)
 National Association of Colleges and Employers (NACE)
 National Association of College and University Business Officers (NACUBO)
 National Association of Educational Buyers
 National Association of Foreign Student Affairs (NAFSA)
 National Association of Independent Colleges and Universities (NAICU)
 National Association of Schools of Dance (NASD)
 National Association of Student Financial Aid Administrators (NASFAA)
 National Association of Student Personnel Administrators (NASPA)
 National Council for Marketing and Public Relations
 National Junior College Athletic Association (NJCAA)
 National Orientation Directors Association (NODA)
 National Research Center for College and University Administrators (NRCCUA)
 New England Association of College Admissions Counselors (NEACAC)
 New England Association of Collegiate Registrars and Admissions Officers (NEACRAO)
 New England Association of Schools and Colleges (NEASC)
 New England Council
 New England Human Resource Association
 New England Resource Center for Higher Education (NERCCE)
 New England Transfer Association (NETA)
 New Hampshire School Counselor Association (NHSCA)
 Northeast Association of College and University Housing Officers (NEACUHO)
 Northeast College and University Security Association
 Northeast Football Conference
 Northeast Regional Computing Program (NERCOMP)
 Northeastern Association of Criminal Justice Sciences (NACJS)
 Scholarship America
 Society for Human Resources Management (SHRM)
 Southeastern Association for Cooperation in Higher Education in Massachusetts (SACHEM)
 Southern New England College and University Professional Association for Human Resources (SNECUPA)
 The Council of Independent Colleges (CIC)
 The New England Council, Incorporated
 The Planned Giving Group of New England
 The Tuition Exchange
 United Chamber of Commerce
 University Continuing Education Association
 University Film & Video Association
 University Risk Management and Insurance Association (URMIA)
 Video Educators of New England
 Women in Development
 Women's Success Network

Academics



ASSOCIATE DEGREE PROGRAMS

Dean College offers the Associate in Arts and Associate in Science degrees in 15 majors, all of which embrace a general education/liberal arts foundation. The College also offers five Bachelor degree programs.

B

Associate Degree majors and concentrations:

Business

Communications

Criminal Justice

Dance

Early Childhood Education

English

Environmental Science

Health Sciences

History

Liberal Studies

Math/Science

Psychology

Sociology

Sport/Fitness Studies, with concentrations in:

Athletic Training

Exercise Science

Physical Education

Sport Management

Theatre Arts, with concentrations in:

Musical Theatre

Theatre

Associate Degree Requirements for students entering under the 2011–2012 catalog

1. A 2.000 cumulative Grade Point Average (GPA).
2. A minimum of 60 credits for the associate degree (some majors require more).
3. The following core courses:
DEAN 100 – Dean Foundations
ENG 111 – Composition
ENG 112 – Composition and Literature
SPC 111 – Public Speaking
4. The following to be selected from the general education courses published each semester: *
3 credits in Arts
3-6 credits in History
4 credits in Lab Science
3 credits in Literature
3 credits in Mathematics
3 credits in Philosophy or Religion
3-6 credits in Social Science
5. A minimum of 15–30 credits of required and elective courses specific to the student's chosen major.
6. Six (6) credits of free electives.
7. Associate degree full-time students must complete these requirements in a maximum of six semesters. For an extension, students must appeal directly to the Dean for Academic Support Services.

* A.A. students in Dance complete different general education requirements. Please consult the specific description of this degree for more information.

BACHELOR DEGREE PROGRAMS

Dean College offers the Bachelor of Arts and the Bachelor of Science degrees in five majors, all of which embrace a general education/liberal arts foundation.

B

Bachelor Degree majors and concentrations:

Arts and Entertainment Management, with major concentrations in:

Media Arts

Multidisciplinary Studies

Performing Arts

Business, with major concentrations in:

Management

Sport Management

Dance

Liberal Arts and Studies, with major concentrations in:

English

History

Psychology

Sociology

Theatre

Bachelor Degree Requirements for students entering under the 2011–2012 catalog

1. A 2.000 cumulative Grade Point Average (GPA).
2. A minimum of 121 credits for the bachelor degree (some majors require more).
3. The following core courses:
 - DEAN 100 – Dean Foundations
 - ENG 111 – Composition
 - ENG 112 – Composition and Literature
 - SPC 111 – Public Speaking
4. The following to be selected from the general education courses published each semester: *
 - 3-15 credits in Arts
 - 3-9 credits in English
 - 3-6 credits in History
 - 4-7 credits in Lab Sciences
 - 3-6 credits in Mathematics
 - 3-6 credits in Philosophy or Religion
 - 3-6 credits in Social Sciences
5. 45 to 58 credits of required courses specific to the major.
6. 18 credits of free electives.

*Precise requirements vary for each major. See pages 72-97 for the specific requirements.

RESOURCES

Academic Schools

B Academic disciplines and programs at Dean are organized into the following four schools:

School of Business

Business

School of Dance and the Arts

Arts and Entertainment Management

Communications

Dance

Theatre Arts

School of Liberal Arts and Sciences

Humanities and Social Sciences Department

Criminal Justice

Early Childhood Education

English

History

Liberal Arts and Studies

Liberal Studies

Psychology

Sociology

Mathematics, Sciences, and Sport/Fitness

Studies Department

Environmental Science

Health Sciences

Math/Science

Sport/Fitness Studies

School of Professional and Continuing Studies

Academic Support Services

Academic Support Services works closely with each student to promote a holistic educational experience by providing a spectrum of services that meet the specific academic support needs of the College's diverse student population. The goal is to encourage scholastic persistence, instill a heightened sense of responsibility and academic confidence, and develop life-long learning skills. The spectrum of services includes Academic/Athletic Monitoring, Academic Advising, the Advising Center, the Arch Learning Community, Disability Support Services, International Student Services, the Learning Center, the Pathway Learning Community, Peer Tutoring, Personalized Learning Services, and Transfer and Career Services.

Advising and Career Planning

Advising is an on-going process at Dean, where students can receive quality advisement and genuine concern for their education and well-being. From the

first day on campus, students are assigned a professional advisor within the Center for Advising and Career Planning to guide them through their Dean experience. The advisor provides personalized advising relating to course registration, transfer and career development, transition, and co-curricular involvement, and monitors the student's academic progress. Utilizing a developmental approach, advisors encourage self-reliance by helping students make informed and responsible decisions, set realistic goals, and develop thinking, learning, and life management skills to meet present and future needs. In addition, the advisors encourage students to be responsible for their own success and progress.

The Arch Learning Community

The Arch Learning Community is a year-long program designed for students with diagnosed learning disabilities and/or other learning challenges such as attention and memory difficulties who need additional intensive academic skill development. Through an academically focused learning community, individualized tutoring, and holistic advising, students will acquire the necessary skills to be successful in their degree program. We believe students will become active participants in their education and take greater responsibility for their role in the learning process. The cost of the Arch Learning Community is \$3,500 per semester. This fee includes the services described above and three hours per week of Personalized Learning Services professional tutoring each semester. For more information about this learning community, please contact the Director of the Learning Center.

The Berenson Writing Center

Located on the second floor of the Green Family Library Learning Commons, the Berenson Writing Center offers free drop-in writing tutoring to students across the College. Students can bring their writing in all stages of the process: from understanding an assignment, to revising to enrich content, to polishing sentences for grammar and citation use. Native and non-native English speakers are welcome. Faculty, professional learning coaches, and trained peer tutors who have been nominated by faculty as excellent writers all work together to provide one-on-one support to students.

Dean College Corporate Education Partnerships

The Dean College School of Professional and Continuing Studies coordinates with local companies and organizations to deliver certificate and degree

programs to employees at their worksites. 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 including Dean Foods, EMC Corporation, Hockomock Area YMCA, Hurley of America, Patriot Place, Putnam Investments, and several regional Chambers of Commerce.

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 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, DSS also houses the Assistive Technology Lab, through which students with documented disabilities access technology and equipment appropriate for their particular disability. Equipment available includes Kurzweil Readers, speech recognition software, software to enlarge text with speech output, and other educational software to assist students with disabilities.

E. Ross Anderson Library

Located in the Green Family Library Learning Commons, the library has a collection of over 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, Lexis-Nexis, 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 42 public and academic libraries in eastern Massachusetts. 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 databases. Professional librarians are available to answer questions and assist students with their research needs.

DEAN 100 – Dean Foundations Program

DEAN 100 – Dean Foundations – assists new students through the academic and personal transitions experienced in their first semester at Dean College. This course teaches a variety of learning and study strategies essential for collegiate success. Students will review research on study strategies, and then discuss and apply these strategies to daily practices as a college student. At the conclusion of this course, students will be able to design and implement an individual plan that incorporates effective student behaviors and learning strategies critical for college success. All incoming students must complete this course during their first semester at Dean College

General Education Program

The General Education Program at Dean College is designed to strengthen students' foundational academic skills and expose them to the content knowledge and modes of inquiry of the humanities and the arts, the social sciences, the natural sciences, and mathematics. Specific competencies to be developed through the general education program are: critical thinking, problem-solving, and decision making; written and oral communication; teamwork and leadership; technology and information literacy; quantitative reasoning and scientific inquiry; understanding the human condition, social responsibility, and global citizenship; and defining an evolving personal identity.

Honors Program

The Dean College Honors Program is quite distinctive. While most college honors programs only allow students who meet certain designated criteria to participate in honors classes or activities, Dean's honors classes and activities are open to any student interested in stepping up to the increased rigor and academic expectations of these honors opportunities. For example, students can opt to take one honors class during their entire degree program, or as many as possible, depending on their academic interests and goals. Based on a point system, honors scholar status is awarded each semester and upon graduation to students who have earned the designated minimal points through honors course work and participation in school-wide activities approved by the Honors Program. Specific requirements are in the following paragraphs.

Through the honors courses, students explore subject matter more deeply, and develop their critical thinking and writing skills on a more accelerated

level, thereby enhancing their intellectual capacity. The program offers three distinct course types: stand-alone courses, such as *Composition, Critical Thinking, Composition and Literature, Public Speaking, History, Psychology*; honors group seminars linked to non-honors courses, such as *American Government, Anatomy for Dancers, and Microeconomics*; and the interdisciplinary honors colloquium, such as *African-American History and Literature, Global Warming, The Great Depression, The American Dream, and Race, Class, and Power*. Each honors course is listed as such on the student's transcript. Exciting academic and cultural activities outside the traditional class environment help to supplement and enhance the classroom learning experience.

Students will be recognized as honors scholars at the end of a given semester and/or upon graduation when they achieve a designated Grade Point Average, and accumulate the minimum number of required honors points. Honors stand-alone courses are worth 50 points; group seminars are worth 50 points; the honors colloquium is worth 100 points; and honors activities range from 10 to 25 points. To earn honors scholar status at the end of a given semester, a student must accumulate at least 100 points from honors classes and 50 points from honors activities, and be on the Dean's List (see page 22 for Dean's List criteria). To earn honors scholar status at graduation, an associate degree student must accumulate at least 200 points from honors classes, at least a B- in any honors classes taken, and 100 points from honors activities; a bachelor degree student must accumulate at least 400 points from honors classes, at least a B- in any honors classes taken, and 200 points from honors activities. All honors scholar graduates must also earn the designated Grade Point Average to graduate with "Honors" (see page 25 for Graduation Honors criteria).

Honor Societies

Dean has local chapters of two honor societies – Phi Theta Kappa (Upsilon Zeta chapter), which is the International Honor Society of Two-Year Colleges, and Alpha Sigma Lambda (Delta Beta chapter), which is the National Honor Society for non-traditional/adult students.

To be eligible for membership in Phi Theta Kappa (PTK), students must:

- Achieve a 3.800 GPA after one semester; or achieve a 3.500 cumulative GPA after two or more semesters.
- Earn no grades of RW, RP, RF, WF, or I in any preceding semester.

- Complete at least 14 credits in the semester in which the student first earned the GPA to be eligible for PTK.
- Be enrolled in at least 12 credits in all other semesters, including the semester in which the student is being considered for nomination, being nominated, or being inducted into PTK.
- Have mid-semester grades which are comparable to the cumulative GPA criteria in the semester in which the student is being considered for nomination into PTK.
- Demonstrate good moral character.

To maintain PTK membership, students must maintain a 3.500 cumulative GPA and full-time student status as well as continue to demonstrate good moral character. Students falling below these criteria are placed on PTK probation for one semester. If the GPA is still below the 3.500 cumulative minimum at the conclusion of the probationary semester, the student will be removed from PTK.

Eligibility criteria for membership in Alpha Sigma Lambda are available from the School for Professional and Continuing Studies.

Independent Study Program

Independent Study is a credit-bearing course available to students after they have completed one full-time semester (or its equivalent in credits) at Dean. To qualify, a student must be in good academic standing; students on academic probation are ineligible. To enroll, a student must submit a proposal to the faculty member who will sponsor her/him, the appropriate Department Chair or School Dean, and the Assistant Vice President for Academic Affairs. The proposal must discuss in detail the topic to be investigated, outlining the specific objective, grading procedures, and intended methodology. Independent Study courses normally carry three units of credit, and may be taken at the 200-, 300- or 400-level, as deemed appropriate by the faculty sponsor and the appropriate Department Chair or School Dean, and the Assistant Vice President for Academic Affairs.

International Student FOCUS Program

The International Student FOCUS program is designed for international students entering college in the United States. The program combines cultural orientation, language instruction, and individualized tutoring as well as academic classes to give the international student a holistic educational experience. Upon entering the FOCUS program, the student will meet with an advisor who will plan an

individualized course of study that addresses the level of English language and cultural support necessary for success.

International Student Services

The Center for Advising and Career Planning is responsible for providing support services and programs to international students. Services include pre-arrival correspondence, orientation, immigration workshops, general advising, counseling, resource and referral, cultural programs, and community outreach programs.

Internships and Practica

Internships and practica offer students on- or off-campus job placements and a weekly seminar to integrate in-class learning with the practical knowledge gained from first-hand experience on-site. This valuable experiential learning assists students in formulating career objectives and better prepares them for future employment. Students may opt to complete additional internships above and beyond the minimum specified in their major. However, any additional credits cannot be used to fulfill free elective requirements or in any other way count toward the associate or bachelor degree requirements. Even if not required by their major, students are strongly encouraged to complete an internship.

Learning Center

Situated within the Green Family Library Learning Commons, the Learning Center has a comprehensive range of support programs designed to address a variety of learning needs. Services and programs include: the Arch Learning Community, Disability Support Services, Drop-in Tutoring, Peer Tutoring, Personalized Learning Services, and the Pathway Learning Community.

The Pathway Learning Community

The Pathway Learning Community is a one-semester program designed to assist students as they make the transition from high school to college. The Pathway Learning Community gives students a chance to become familiar with the demands of college courses, sharpen their academic skills, develop relationships with peers, faculty, and staff, and learn to budget their time and resources for academic success. Because the learning community is small, faculty and staff have a chance to work closely with individual students, focusing on their specific concerns. The cost of The Pathway Learning Community is \$2,500 and includes two hours per week of Personalized Learning Services professional tutoring.

Peer Tutoring Program

Coordinated by the 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 who are carefully selected and trained by professional staff; they receive academic credit for providing their services. Students interested in seeing a tutor should review the schedule of tutors and tutoring times in the Learning Center and on Today@Dean or consult the Director of the Learning Center.

Personalized Learning Services

Personalized Learning Services (PLS) provides structured support and assistance to meet the varied learning needs of Dean students. Academic coaches work with individual students to develop customized programs which address both short-term needs and the skills and knowledge that create a foundation for success in future academic and professional settings. Components of PLS 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 1-5 hours per week, with Academic Coaches; assistance with skill building as well as mastering the assignments and content of specific courses. Additional per-semester fees for the program are \$800 for weekly one-hour individual sessions. For more information, please contact the Director of the 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 4-8 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.

SACHEM

Dean College is a member of the Southeastern Association for Cooperation in Higher Education (SACHEM). Other members of SACHEM include Bridgewater State University, Bristol Community College, Cape Cod Community College, Massasoit Community College, Stonehill College, University of Massachusetts Dartmouth, and Wheaton College. Full-time Dean students in good academic standing

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may cross-register for up to two courses at any of the SACHEM institutions on a space-available basis as part of their normal full-time course load during either the fall or the spring semesters. Dean students may not register for courses at a SACHEM institution if the equivalent course is offered at Dean College in the same semester. There is no additional tuition charge to take a course from a SACHEM institution, but students are responsible for applicable fees, such as lab fees. Students must also comply with all rules and regulations of the SACHEM institution when in these courses. For more information, please contact the Center for Student Administrative Services or the Center for Advising and Career Planning.

Study Abroad

Dean College encourages undergraduate students pursuing their bachelor degree to study abroad for a semester or full academic year. Program opportunities are available in many academic majors around the world. The Center for Advising and Career Planning will work individually with students to plan an optimal study abroad experience for their chosen major and career goals.

Technology

The Technology Center in the Peirce Technology and Science Center offers students computer labs with up-to-date hardware/software designed for academic use. Lab hours are posted, and are available on Today@Dean. Students may access the Center on a drop-in basis. In addition, the Student Government Association computer facility, located in the Campus Center, is available 24 hours a day, seven days a week.

The Technology Service Center is located in the Green Family Library Learning Commons, and Technology Service Center staff is available to answer general questions about computing resources at the College.

All students are provided with Dean College network login IDs. The network login is required when signing onto the College's network. Assistance with service issues is available for most major manufacturers; however, the College is not authorized to perform service except for some Hewlett-Packard models. The Technology Service Center will provide diagnostic support which can expedite warranty support response times.

Equipment not covered under a manufacturer's warranty can be repaired by third-party providers at prevailing rates. The Technology Service Center maintains a list of repair facilities located in the greater Franklin area.

To enhance the student learning experience, students are expected to bring a laptop and their own printer to campus.

Transfer and Career Services

Dean College supports students through its comprehensive advising program, whether they are completing a bachelor degree at Dean, transferring to another four-year college or university, applying to graduate school, or are entering the world of work directly after earning their bachelor degree. When seeking information relating to transfer, graduate school options, or career opportunities, students should consult the Center for Advising and Career Planning. In the Center students can utilize the transfer, graduate school, and career resources.

Transfer Articulation Agreements and Joint Admissions

Copies of all transfer articulation and joint admissions agreements are filed for student review in the Center for Advising and Career Planning. Dean College has established articulation agreements with select four-year institutions to enhance transfer options for students. Some agreements guarantee that a student completing a specific Dean program will be accepted as a junior, while others guide students regarding the specific courses they should choose for optimal transfer credit. The list of colleges, universities, and institutions with which Dean currently has such agreements include:

Articulation Agreements:

Alvin Ailey American Dance Center
Bentley University
Bryant University
Clark University
Emmanuel College
Johnson & Wales University
Lasell College
Lesley University
Newbury College
Nichols College
Regis College
Richmond The American International University
Sacred Heart University
Salve Regina University
Springfield College
University of Tampa
Wheelock College

Joint Admissions Agreements:

Bay Path College
Bridgewater State University

Curry College
 Fitchburg State University
 Framingham State University
 Massachusetts College of Liberal Arts
 Suffolk University
 University of Massachusetts Boston
 University of Massachusetts Dartmouth
 University of Massachusetts Lowell

Students may be accepted jointly at a college/university and at Dean College and, after successful completion of their Dean curriculum, will enroll as juniors at the institution to which they were jointly admitted. Students must sign up for joint admissions at matriculation or before they accumulate 30 credits at Dean College.

Transfer upon Graduation from Dean

Following is a representative sample of the colleges and universities that have accepted Dean students in the last five years. A full list can be obtained from the Center for Advising and Career Planning.

American University
 Arizona State University
 Babson College
 Bentley University
 Boston College
 Boston University
 Bowling Green State University
 California Berkeley, University of
 California Davis, University of
 California Irvine, University of
 California Los Angeles, University of
 California Riverside, University of
 California Santa Barbara, University of
 California Institute of the Arts
 California State University, Chico
 California State University, Los Angeles
 Clark University
 Clemson University
 Colorado-Colorado Springs, University of
 Cornell University
 Dickinson College
 Drexel University
 Emerson College
 Emory University
 Eugene Lang Liberal Arts College
 Fairfield University
 Fairleigh Dickinson University
 Florida, University of
 Fordham University
 George Mason University
 Georgetown University
 Georgia, University of
 Hawaii Pacific University

Hofstra University
 Howard University
 Illinois, University of
 Indiana University
 Iowa State University
 Ithaca College
 Lesley University
 Loyola Marymount University
 Loyola University, Chicago
 Maine, University of
 Mary Washington, University of
 Maryland, University of
 Massachusetts College of Pharmacy and Health Sciences
 Massachusetts Amherst, University of
 Michigan State University
 Michigan, University of
 Minnesota, University of
 Morehouse College
 New Hampshire, University of
 New York University
 North Carolina-Chapel Hill, University of
 Northeastern University
 Ohio State University, The
 Pace University
 Parsons The New School of Design
 Pennsylvania State University, The
 Pepperdine University
 Pratt Institute
 Rhode Island School of Design
 Rutgers University
 Simmons College
 Slippery Rock University
 Smith College
 South Florida, University of
 Southern California, University of
 Suffolk University
 Syracuse University
 Tampa, University of
 Tennessee, University of
 Texas A & M University
 Texas Austin, University of
 The Arts London, University of
 The Citadel
 Toronto, University of
 Tufts University
 Tulane University
 Wheelock College
 Wisconsin-Madison, University of
 Worcester Polytechnic Institute

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Life After Dean: Graduate School

After completing their baccalaureate degrees, some Dean graduates will choose to go on to graduate school. The following is a representative sample of the colleges and universities that have accepted Dean students into their graduate programs in the last five years.

Adelphi University
Assumption College
Boston University
Connecticut, University of
Elms College
Johnson & Wales University
Lesley University
Longwood University
Massachusetts, University of
New York University
Nichols College
Sacred Heart University
Springfield College
Suffolk University
Texas A & M University
Worcester State College

Washington Center for Internships and Academic Seminars

Dean College is formally affiliated with The Washington Center for Internships and Academic Seminars. Students may apply for enrollment in exciting and diverse credit-bearing internships and seminars in the greater Washington, D.C. area during the summer or during the intersession between fall and spring semesters. Interested students should apply to the Washington Center by contacting the Dean for Academic Support Services.

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/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 of 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. Additional groupware, and general public license software, including Open Office, may also be available on the College download site.

ACADEMIC POLICIES

Academic Requirements

Grades are monitored by the College at mid-semester and at the semester's end. Students must meet the following criteria in order to be in good academic standing:

Number of Attempted Credits*	Good Academic Standing	Placed on Academic Probation	Placed on Academic Suspension
0–18.5 Attempted credits	2.000 Cumulative GPA	1.000–1.999 Cumulative GPA	Cumulative GPA less than 1.000
19–30.5 Attempted credits	2.000 Cumulative GPA	1.500–1.999 Cumulative GPA	Cumulative GPA less than a 1.500
31+ Attempted credits	2.000 Cumulative GPA	1.750–1.999 Cumulative GPA	Cumulative GPA less than a 1.750

* Attempted credits include credits attempted at Dean College plus the total number of credits accepted in transfer.

Students whose cumulative Grade Point Average (GPA) places them in good academic standing, but who earned a term GPA less than a 1.000, or who completed less than 60 percent of the credits they attempted in the term, 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. Students who are academically suspended three times and whose cumulative GPA is still below a 2.000 will be placed on academic dismissal.**

Academic Probation

Students not meeting GPA or credit completion requirements (see “Academic Requirements” above) may be placed on academic probation for one semester. Each student on probation is expected to adhere to specific terms and conditions: (1) as outlined in the initial letter from either the Academic Review Board or Academic Appeals Board placing her/him on academic probation, and (2) as specified in the individualized PASS contract with the Center for Advising and Career Planning. Terms may include, but are not limited to, attendance in all classes, handing in all assignments, making satisfactory academic progress throughout the semester, enrolling in Personalized Learning Services, weekly/bi-weekly monitoring meetings, weekly academic support group meetings, and/or attendance at mandatory study groups. **A student on academic probation may be suspended at any time during the semester should she/he not meet the terms of either the initial letter placing her/him on probation or the individualized PASS Contract.** Students on academic probation may not enroll in more than 16 credits each semester. Students receive a transcript notation for each semester they are placed on academic probation. Grades and overall performance of students on academic probation are carefully reviewed by the Academic Review Board at mid-semester and again at the semester's end. If, by the end of the probationary semester, a student on academic probation does not raise her/his cumulative GPA to the minimum level

required for good academic standing, the student will be automatically placed on academic suspension. Please see the section on “Academic Suspension” for more information.

In addition, students who fail to meet the published GPA standards after spring grades are recorded in May will not be eligible for aid in subsequent academic periods. Students who do not meet the College's standards and are allowed to return to the College on probation granted by the Academic Appeals Board may appeal to regain eligibility for aid through the Center for Student Administrative Services (see “Financial Assistance” section on [page 153](#)).

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/his suspension, the student is also informed about her/his right to an appeal and the established appeal date. All appeals are final, and students may not take courses at Dean College during the period of their academic suspension. If a student wishes to return to Dean after being suspended, she/he must apply for readmission through the Registrar's Office. She/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 six

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.

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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 a 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. 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 remain on the transcript. This fresh start policy can be used only one time in a student's academic career.

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 Center for Advising and Career Planning, the Office of Student Conduct and Community Standards, the Registrar's Office, 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. 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.

Academic Warning

Students not currently on academic probation may be placed on academic warning at mid-semester if their mid-term grades fall below the minimum GPA required for good academic standing. At the end of the semester, depending on their final grades, students may be either removed from academic warning, be placed on academic probation, or be placed on academic suspension. Please see "Academic Requirements" (see page 19) for more specific information regarding the precise GPA needed to remain in good academic standing.

Adding/Dropping or Withdrawing from a Course

Adding/Dropping courses is permitted only within a designated time period. The specific dates of these periods (see I & II in the next section) are published every semester. Add/Drop Forms are required to be completed by the student with an Advisor from the Center for Advising and Career Planning. The forms must be submitted to the Center for Student Administrative Services with all necessary signatures in order to be considered final. Failure to attend a course does not constitute dropping that course.

Adding/Dropping Courses

- Period I:** A student may add, drop, or substitute a course with the signature of her/his advisor. No notation is made on the permanent academic record for dropped courses. No first Quarter Courses may be added after Period I. Period I is defined as the first five class days in a semester or the first four class days in a quarter.
- Period II:** A student may add, drop, or substitute a course only with the approval and signature of the instructor and advisor. No notation is made on the permanent academic record for dropped courses. No course(s) may be added after Period II. For semester courses, Period II concludes at the end of the second week of the semester for adding courses and the end of the fourth week of the

semester for dropping courses. For quarter courses, Period II concludes at the end of the second week of the quarter.

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

Withdrawing from Courses

Withdrawing from courses is permitted only within the designated time period. The specific dates of these periods (see III, IV & V below) are published each semester. Course Withdrawal Forms must be completed by the student with an Advisor from the Center for Advising and Career Planning. It is the responsibility of the student to submit the form to the Center for Student Administrative Services with all of the appropriate signatures within the designated time period in order to be considered final. Failure to attend a course does not constitute a withdrawal from the course.

Period III: A student may withdraw from a course with the notation of W entered on the permanent academic record. Signatures of the instructor and advisor are required.

A W does not affect the GPA. For semester courses, Period III concludes 10 days after the mid-point of the semester. For Quarter courses, Period III concludes five days after the mid-point of the Quarter.

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

Period V: A student may withdraw from a course with a grade of WP (Withdrawn-Passing) or WF (Withdrawn-Failing), as determined by the instructor of the course. The appropriate notation is entered on the permanent record. The signatures of the instructor and advisor are required. WP

does not affect the GPA; WF has the effect of an F (failing) grade in the computation of the GPA. Period V ends on the last day of classes of a given semester or quarter.

Attendance

Class attendance is a vital part of the Dean College educational philosophy. Attending classes is viewed as an opportunity and an obligation. At the beginning of each semester, each instructor announces her/his attendance policy and includes this policy on the course syllabus. All course syllabi are kept on file in the Office of Academic Affairs.

Students with excessive absences may be withdrawn from a class by the instructor with a grade of RW, which is given during Periods I, II, and III; or an RP or RF, which is given during Periods IV and V. Instructors must warn students in writing when they are in jeopardy of being withdrawn for excessive absences. A copy of the notification must be sent to the Center for Advising and Career Planning. If a student does not respond to this written notification to the instructor's satisfaction, the instructor may withdraw the student from the class by completing and submitting an Instructor's Request to Withdraw Form to the Registrar's Office. Both the instructor and the Department Chair/School Dean must sign the form, and copies must be sent to the student and the Center for Advising and Career Planning. During Period V, the Assistant Vice President for Academic Affairs must also approve the Request to Withdraw Form.

If a student is required to withdraw from a class by the instructor for excessive absences, the student has a right to appeal that withdrawal. The student must first discuss the situation with the course instructor. If there is no resolution, the student may meet with the Department Chair or School Dean who oversees the course in question. If there is still no resolution, the student may next meet with the Assistant Vice President for Academic Affairs. The decision of the Assistant Vice President for Academic Affairs is final. Given the importance of continued participation in class, these appeal meetings must happen within five business days of the initial notification that the student is required to withdraw from the course. Students may be permitted to attend the course during the appeal process.

In a given semester, students who are absent from all of their classes for a period of two consecutive weeks without a valid and verified reason may be suspended immediately from the College by the Academic Review Board. Students have the right to appeal that suspension to the Academic Appeals

Board. Given the importance of continued participation in class, this appeal must happen within five business days of the initial academic suspension. The decision of the Academic Appeals Board is final.

B In a given semester, students who are absent from all of their classes for a total of four weeks and who have a valid and documented medical or personal reason for those absences may be administratively withdrawn from the College. Individual faculty or department policies on attendance may be more restrictive.

Dean College adheres to the following Massachusetts state law as it relates to absence due to a religious holiday: "Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such make-up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

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 wishes to change status from credit to audit, or audit to credit, she/he must complete the appropriate paperwork available in the Center for Advising and Career Planning and the Registrar's Office. This paperwork must be completed before the end of the second week of classes.

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 non-traditional learning. Dean College grants credit using the guidelines that have been 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 more information, please contact the Registrar's Office.

Communicating with Students

The College's official channels of communication with students include Dean's email, Today@Dean, and campus mail systems. Students are expected to check these channels daily.

Dean's List

At the conclusion of each semester, students are included on the Dean's List if they earn a Grade Point Average (GPA) of 3.300 or higher with no grade below a B- and no Incomplete, RW, RP, RF, or WF grades for that semester. In addition, full-time students must complete an academic course load of no fewer than 14 credit hours during that semester. Because students in the School of Professional and Continuing Studies (SPCS) enroll in fewer credit hours during a semester, they are subject to different Dean's List eligibility guidelines that are published by SPCS. Students placed on the Dean's List receive a transcript notation for that term.

Declaring a Major

Dean College students may declare a major at any time between their initial application and acceptance to the College until the completion of their first year. While some students know what they want to major in before they even begin their college career, other students want to explore possibilities and take some courses before they formally declare a major. Students also have the option of changing their major at any time in consultation with their academic advisor in the Center for Advising and Career Planning. For more information, please contact the Center for Advising and Career Planning.

Double Majors and Double Degrees

To earn a double major, students must complete all degree requirements for both majors. To earn a double degree, students may apply 30 credits from the first associate degree to the second associate degree or 70 credits from the first bachelor degree to the second bachelor degree, and then must complete all additional credits and requirements to earn the second degree. For more information on specific requirements for both double majors and double degrees, please contact the Center for Advising and Career Planning or the Registrar's Office.

English as a Second Language

All international students for whom English is a second language are required to complete the Test of English as a Foreign Language (TOEFL) during International Student Orientation to determine their level of English Proficiency. Depending on this level,

students will be placed in the appropriate classes for language development, as well as additional academic courses that will fulfill degree requirements. At all levels, international students are strongly encouraged to enroll in one-on-one tutoring for additional academic support through the Personalized Learning Services Program.

Students with a TOEFL of 500 or less will be enrolled in developmental English language development classes, and may also take academic classes depending on their precise TOEFL level. Students entering with a TOEFL score of 500-550 will take the following courses during their first semester at Dean College: an intensive section of Composition (ENG 111), an intensive section of Public Speaking (SPC 111), Dean Foundations (DEAN 100), a general education elective, and one additional course in their major. All courses apply directly to degree requirements. Students whose TOEFL scores are 550 or higher will take the following courses during their first semester at Dean College: a regular section of Composition (ENG 111), a regular section of Public Speaking (SPC 111), Dean Foundations (DEAN 100), a general education elective, and one additional course in their major. All courses apply directly to degree requirements.

Full-Time Student Status

A full-time student is required to be registered in a minimum of 12 credits of academic work per semester. Failure to maintain the minimum requirement may impact:

- Eligibility to remain in residential housing.
- Financial Aid eligibility – If a student is on financial aid she/he is encouraged to inquire into how this change in status will affect her/his specific eligibility.
- Athletic eligibility – Students who drop below 12 credit hours are no longer eligible to participate in athletic competition.
- Certification of Attendance – Failure to maintain full-time status may affect eligibility for health insurance certification as well as past loan deferments.

To enroll in more than 18.5 credits in any semester, a student must have completed at least one full-time semester at Dean College. There must also be space available in the courses in which students wish to enroll, as first priority will go to students who are not taking the course as an overload. In addition, in order to enroll in 19–20.5 credits, she/he must have completed a minimum of 15 credits with a GPA of at least 2.50; to enroll in 21 credits, she/he must have

completed a minimum of 15 credits (not including developmental courses) with a GPA of at least 3.00. Students on academic probation may not enroll in more than 16 credits per semester.

Students enrolling in more than 18 credit hours will be levied a tuition surcharge of \$700 per additional credit hour. Tuition surcharges will remain on a student's account if a class is dropped after the second week.

No student will be permitted to enroll in more than 21 credits in any given semester. Students who would like to enroll in more than 18.5 credits but do not meet the criteria listed above must get approval in writing from the Dean for Academic Support Services.

Any student registered for less than 12 credit hours may not reside in a residence hall unless advanced written permission is obtained from the Office of Student Development. Should a student need to reduce her/his course load to less than 12 credits during a semester she/he must have written approval from the Dean for Academic Support Services and the Office of Student Development. Failure to obtain that approval will result in the immediate administrative withdrawal of the student from the College. In the subsequent semester, a student may enroll in no more than 16 credits and must meet with her/his advisor regularly.

Any student who wishes to change from full-time to part-time status should obtain a Change of Status Form from the Registrar's Office or the School of Professional and Continuing Studies (SPCS). Part-time students may enroll in a maximum of 10 credits per semester through SPCS. In order to obtain full-time status, part-time students must apply for admission through the Office of Admissions or readmission through the Registrar's Office if the student has previously been admitted as a full-time student.

Grade Changes

B 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 grade if she/he believes it to be inaccurate. The student must first discuss the matter with the instructor. If there is no resolution, the student may meet with the appropriate Department Chair or School Dean. If there is still no resolution, the student may meet with the Assistant Vice President for Academic Affairs. The decision of the Assistant Vice President for Academic Affairs is final. **In no case will a grade be changed after six weeks into the following semester. Please note that any appeals regarding course withdrawals, and the resulting W grades, must be sent directly to the Assistant Vice President for Academic Affairs.**

Grade Reports and Transcripts

Grades are reported at mid-semester and shortly after the close of each semester. Mid-semester grades are indicated as letter grades but are not part of a student's permanent record or official transcript. Students may view their midterm and final grades on-line on Dean Advisor. Mid-term and final grades of all full-time students under the IRS legal minimum age limit of 24 will be reported to the parent/legal guardian of record unless the student files a written request to withhold grade information with the Center for Student Administrative Services. Should full-time students under the age of 24 wish to declare independent status with the College, it is their responsibility to file a Declaration for Independent Status Form with the Center for Student Administrative Services.

The following fees apply to requests for official transcripts or any documents:

For currently enrolled students:

Regular service	
(three to five business days):	No charge
Rush service:	\$ 20 per copy
Overnight:	\$ 35 per copy
International Overnight:	\$ 55 per copy

Students and Alumni not currently enrolled:

Regular service	
(three to five business days):	\$ 10 per copy
Rush service:	\$ 20 per copy
Overnight:	\$ 35 per copy
International Overnight:	\$ 55 per copy

Rush service:	same business day
Regular service:	within five business days

Students completing their studies at Dean College are granted a 60-day grace period following the date of their completion of graduation requirements to receive transcripts at the rates of currently enrolled students.

An unofficial copy of a transcript can also be obtained from the Center for Student and Administrative Services for \$3 and will be processed in three to five business days.

Current students can download and print an unofficial copy of their transcript free of charge using Dean Advisor on Today@Dean.

All members of the Dean Community must satisfy all overdue financial obligations to the College prior to the issuing of a transcript. Any questions about this policy may be directed to the Registrar's Office.

Dean College recognizes all contracted agencies as official agents of the College in accordance with FERPA guidelines. As such, student information can and will be released to these agencies in accordance with contracted responsibilities, such as, but not limited to Arbour Counseling Services, Consolidated Health Plans, Follet Higher Education Group, Milford Regional Medical Center, National Direct Loan Servicing Clearinghouse, National Student Clearinghouse, Securitas Security Services USA, Inc., and Sodexo Campus Services.

Grading

To arrive at a single scale value to determine the quality of a student's academic performance, Dean employs the grade point system. Through this method, letter grades represent the following numerical value:

A	=	4.00	(93+)
A-	=	3.70	(90 - 92)
B+	=	3.30	(87 - 89)
B	=	3.00	(83 - 86)
B-	=	2.70	(80 - 82)
C+	=	2.30	(77 - 79)
C	=	2.00	(73 - 76)
C-	=	1.70	(70 - 72)
D+	=	1.30	(67 - 69)
D	=	1.00	(63 - 66)
D-	=	0.70	(60 - 62)
S	=	0.00	
U	=	0.00	
F	=	0.00	(Failure, below 60)
RF	=	0.00	(equivalent to F grade)
RP	=	0.00	(no impact on GPA)
RW	=	0.00	(no impact on GPA)
W	=	0.00	(no impact on GPA)
WC	=	0.00	(no impact on GPA)
WF	=	0.00	(equivalent to an F grade)
WP	=	0.00	(no impact on GPA)

The Grade Point Average (GPA) is determined by multiplying the grade point value by the total number of credits for a particular course, summing the products (to arrive at the total number of "quality points"), and dividing by the total number of credits attempted. Here is a sample calculation for a student's semester grades of an A, two Bs, and a C in 3-credit courses with a C in a 4-credit course:

Grade	Grade point value (x) = Credits earned	Quality Points
A	4.00 x 3	12
B	3.00 x 3	9
B	3.00 x 3	9
C	2.00 x 3	6
C	2.00 x 4	8
	16	44

$$44/16 = 2.75 \quad \text{Grade Point Average}$$

Graduation and Commencement

Dean College degrees are issued at 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 make sure 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/his last term of attendance.

Dean College holds one Commencement ceremony each May. Students are allowed 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 pay their graduation fee in order to receive their final transcript and diploma, and to participate in Commencement activities.

Graduation Honors

At Commencement, those students with a cumulative GPA of 3.200 to 3.499 will graduate *cum laude*, those 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*.

Honors and Awards

Each year, Dean formally recognizes and honors those students who have demonstrated excellence in specific academic programs or in specific academic disciplines as well as students who have made outstanding contributions to the Dean College community. Ceremonies are held during the year to officially acknowledge these exemplary individuals.

Incomplete Coursework

A request for a grade of *Incomplete* must be initiated by the student, and is only available if a student is unable to complete coursework as a result of serious illness, a major accident, or a family emergency. A grade of *Incomplete* can 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. The instructor must provide the student with a detailed list of coursework to be completed, and must attach course work 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, where there are legitimate reasons, a request for an extension must be submitted in writing to the instructor by the student and approved by the Department Chair or School Dean. A copy of this approved revised timeline must be submitted to the Registrar's Office.

Minors

Students enrolled in the baccalaureate degree programs may opt to complete a minor. A minor consists of a total of 18 credits in one area of concentration, at least 6 credits of which must be at the 300- or 400-level. Minors are not available to students in the associate degree programs. For precise requirements, please see the detailed section on Minors on [pages 96-97](#).

Placement into English and Math Courses

Utilizing standardized test scores (SAT, ACT, TOEFL, and/or AP) and/or transfer credits, all incoming students are placed into the Dean College English and Mathematics classes and sections appropriate to their skill level. Based on testing information submitted to the College during the admission process, some students may be asked to complete an additional on-campus assessment test to determine their placement. Students who believe that their standardized test scores do not reflect their true ability may petition to take an additional assessment, and this must be completed no later than the end of the second week of classes during the student's first semester at Dean College. Students may not take this additional assessment if they have already attempted a course in the specific area. Information about these additional assessments is available from the Office of Academic Affairs.

Readmission to the College

A student who has withdrawn voluntarily from the College and wishes to apply for readmission may do so by submitting the appropriate Application for Readmission Form to the Registrar's Office. These forms may be obtained from the Center for Student Administrative Services or on the Dean College website. This readmission is subject to the approval of the Office of Student Financial Services, the Office of Student Development and Retention, and the Office of Academic Affairs. Students who had been academically or disciplinarily suspended must also meet any specified conditions of readmission as indicated in their original suspension letters.

A student who is readmitted to Dean College must complete degree requirements specified in the catalog under which she/he is readmitted if she/he has not been a student at Dean College for more than one calendar year or her/his original program has been eliminated. If a readmitted student was a full-time matriculated student within the past calendar year and her/his original program has not been

eliminated, she/he must complete the requirements specified within the catalog in effect at that time.

Repeating a Course

Students are permitted to repeat courses no more than three times. A course for which a student received a W, RW, WP, RP, WF, RF, or F are considered an attempt at a course. The highest grade 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.

School of Professional and Continuing Studies: Part-Time Studies

The School of Professional and Continuing Studies (SPCS) is designed to serve students who wish to pursue their education on a part-time basis. SPCS students may enroll in a maximum of 10 credits per semester. Part-time students should refer to the School of Professional and Continuing Studies annual academic catalog for specific information related to degree requirements, programs and course offerings, course descriptions, academic advising, admission, academic policy, student policies, and student financial services. Call SPCS at 508-541-1624 to receive a catalog or for additional information.

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) and the College Level Examination Program (CLEP). For an Associate degree, a maximum of 30 credits may be transferred; however, 15 of a student's last 30 credits must be earned at Dean College. For a Bachelor degree, a maximum of 70 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 School of Dance and the Arts. 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. 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.

Voluntary Withdrawal from the College

Students who wish to withdraw voluntarily from the College must obtain a departure form from the Center for Advising and Career Planning and complete it in order to remain in good standing with the College and receive any appropriate refunds. Federal regulations require that students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for Federal aid recalculated based on the percentage of the term completed. See section on Refund Policies on [pages 152-153](#). Be sure to consult the Financial Aid Office BEFORE you decide to withdraw from the College, so you can fully understand the impact your withdrawal will have on the financial aid already awarded to you. **Extended absence from classes does not constitute withdrawal from the College.** Please see the attendance policy on [pages 21-22](#) and the grading policies regarding withdrawals on [page 25](#).

Voter Registration

As a part of the Higher Education Amendment, Dean College must provide students with the opportunity to register to vote. Accordingly, to request a mail-in voter registration form, visit <http://www.sec.state.ma.us/ele/eleifv/howreg.htm> or http://www.eac.gov/voter_resources/register_to_vote.aspx.

Please note that students may choose between a Massachusetts form and a Federal form. The Massachusetts form can only be used to register to vote in Massachusetts. The Federal form may be used to register in most other states.

Please note that students cannot register to vote via the Internet, but they can request a voter registration form. Students must fill out the form completely and return it to their city or town hall. **Remember students will not be registered to vote until they return the completed voter registration form to their local city or town hall.**

The local clerk will thereafter provide students with acknowledgment of their voter registration. If students do not receive an acknowledgment of their voter registration within a reasonable time, they should check with their local clerk for more information.

Withdrawing a Student From a Course by the Instructor

Any instructor may, with the written approval of the Department Chair or School Dean, 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/his transcript. RW and RP grades do not affect the Grade Point Average; RF grades do affect the Grade Point Average.

During the last two weeks of a semester or the last week of a quarter (Period V), instructors may only initiate a required withdrawal (RP or RF) with the approval of the appropriate School Dean or Department Chair and the Assistant Vice President for Academic Affairs.

If a student is required to withdraw from a class by the instructor for disruptive behavior, the student has a right to appeal that withdrawal. The student must first discuss the situation with the course instructor. If there is no resolution, the student may meet with the Department Chair or School Dean who oversees the course in question. If there is still no resolution, the student may next meet with the Assistant Vice President for Academic Affairs. The decision of the Assistant Vice President for Academic Affairs is final. Given the importance of continued participation in class, these appeal meetings must happen within five business days of the initial notification that the student is required to withdraw from the course. Students may be permitted to attend the course during the appeal process.

B

Associate Degree Programs



BUSINESS

The Business major has been designed to provide students with a strong academic foundation in business management 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. Work experience is embedded throughout the program, requiring students to immediately use and apply what they are learning.

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

- identify, analyze, and interpret business concepts, theories, and practices by applying a series of problem-solving and decision-making techniques.
- articulate how business organizations implement the functions of planning, organizing, leading, staffing, financing, and controlling, through the use of case study method and discussion groups.
- identify legal and ethical issues and responsibility found in a business environment.
- apply fundamental quantitative and statistical tools and methods to analyze practical business and economic problems.
- identify, interpret, analyze, and research accounting and financial information through the use of a series of problem-solving exercises.
- use written and verbal skills to explain business and economic theories.
- utilize technology such as database management, information literacy, and PowerPoint for data gathering, problem-solving, and presentation purposes.

After completing the associate degree, students are well-prepared for further studies in accounting, finance, marketing, 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 on to transfer institutions or into the world of work. For more detailed information on this option, please contact the Dean of the School of Business.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Science in Business program (see pages 78-83). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.

Course Sequence

See *page 137* for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
BUS 123	Foundations of Business	3
ACCT 103	Financial Accounting	3
_____	Free Elective	3

15

C

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
ACCT 200	Managerial Accounting	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
HIS ____	General Education History Elective	3
_____	Free Elective	3

15

Year 2 - First Semester

		Credits
BUS 230	Principles of Management	3
ECO 112	Principles of Economics – Micro	3
PHL 120	Business Ethics	3
MTH 238	Quantitative Analysis I	3
SPC 111	Public Speaking	3

15

Year 2 - Second Semester

		Credits
BUS 235	Principles of Marketing	3
ECO 111	Principles of Economics – Macro	3
MTH 239	Quantitative Analysis II	3
ENG ____	General Education Literature Elective	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4

16

COMMUNICATIONS

The Communications major at Dean College is designed to prepare students for Dean's baccalaureate degree in Arts and Entertainment Management; transfer to a four-year institution; or an entry-level position in the areas of broadcast, electronic, or print media. Courses offered combine theoretical learning and hands-on training. This program emphasizes the discipline needed to succeed in the communications industry.

C

Upon successful completion of the Communications major, students will be able to:

- detail and explain key historical elements of radio and television broadcasting.
- synthesize and describe five ways the mass media impacts their lives.
- create and produce effective audio and video presentations. These will be done adhering to a specific purpose by utilizing knowledge gained throughout each course.
- produce independent work in at least two of the following areas: (a) radio broadcasting; (b) video production; (c) news and sports broadcasting.

A variety of communications skills may be obtained by working in Dean College media outlets such as the 175-watt stereo radio station (WGAO 88.3 FM, www.power883.org), or in the College's digital video studio. These experiences, coupled with classroom studies and field work at area radio and television stations, provide students with a solid foundation in production, on-air broadcasting, programming, news gathering, and sales.

The Communications major prepares students for a Bachelor program, leading to exciting and challenging careers in various media fields. These areas include radio, television, film, sports broadcasting, public relations, and advertising. This program provides students with both theory and hands-on experience so they are better equipped to choose their career path.

Through careful selection of electives, students may direct their studies toward a career in station management, public relations, sales, advertising, script and news writing, journalism, radio and television production, announcing, or programming. Because some of these careers require a bachelor degree for advancement, the Communications major is designed to prepare students for a four-year program. Students who choose to begin a career

after graduation from Dean will be prepared for such occupations as disc jockey, TV production assistant, and radio/television commercial salesperson.

The Digital Media Arts Center

The DMAC features an all-digital video facility that includes a recently renovated master control room, a four-camera television studio, and HD post-production editing workstations. Students use the industry standard software and hardware. The DMAC houses Final Cut Studio and Pro Tools video workstations. It also has Pro Tools Audio digital editing workstations in the state-of-the-art media labs. The DMAC houses an integrated classroom enabling faculty and students to utilize technology in a class setting.

WGAO-FM Radio Station

WGAO-FM is Dean College's radio station. The station is primarily directed and staffed by Dean students. The station is one of only a few college stations that made the Boston Media market ratings book. It consists of a well-equipped on-air studio, music library, newsroom, and production studio. A state-of-the-art computerized Broadcast System enables the station to play music 24 hours a day, year-round. The station is also online (www.power883.org) and can be heard around the world. This technology makes WGAO comparable to most major commercial radio stations today. Students learn about radio technology along with plenty of hands-on experience. WGAO is a broadcasting lab, modeled as a professional station. It operates much as a real commercial station does, with a main format, contests, remote broadcasts in the community, and news, weather, and sports reporting.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Arts and Entertainment Management program, concentrating in Media Arts (see pages 72-77). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.

Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
COM 121	Introduction to Mass Media	3
COM 122	Audio Production I	3
ECO, GEO, POL, PSY, or SOC ____	General Education Social Science Elective	3
COM 112	Communications Practicum*	1
		16

C

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
COM 111	Broadcasting History and Analysis	3
SPC 111	Public Speaking	3
ECO, GEO, POL, PSY, or SOC ____	General Education Social Science Elective	3
MTH 121	College Algebra (or higher depending on math placement)	3
COM 112	Communications Practicum*	1
		16

Year 2 - First Semester

		Credits
COM 222	Video Production I**	4
ENG ____	General Education Literature Elective	3
HIS ____	History Sequence A or History Sequence B***	3
PHL ____	General Education Philosophy Elective	3
____	Free Elective (MTH 130 recommended)	3
COM 112	Communications Practicum*	1
		17

Year 2 - Second Semester

		Credits
COM 2__	200-level Communications Arts Elective**	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
HIS ____	History Sequence A or History Sequence B***	3
____	Free Elective	3
COM 112 or COM 200	Communications Practicum* or Communications Field Internship	1
		14

* COM 112 can be taken as either a 1 or 2 credit course. (For one credit no instructor approval is necessary. For two credits you must have the approval of the instructor.) Students must complete 4 credits of COM 112 to graduate. All four (4) practicum credits cannot be from the same practicum area. One credit of COM 200 can substitute for one credit of COM 112 in the second year. Any credits earned beyond the 4-credit practicum requirement cannot count toward degree requirements (i.e., they cannot fulfill free elective requirements).

** Students must complete COM 122 prior to enrolling in any 200-level COM course.

*** Students must complete two courses from either History Sequence A or History Sequence B.

History Sequence A – U.S. History: HIS 111, HIS 112, HIS 213

History Sequence B – World Civilizations: HIS 151, HIS 152, HIS 253

CRIMINAL JUSTICE

The mission and purpose of the Dean College Criminal Justice major is to provide students with a balanced, liberal-arts-based education combined with an overview of and foundation in the criminal justice areas of law enforcement, courts, and corrections in order to prepare students for further criminal justice study or employment opportunities.

C

Upon successful completion of the Criminal Justice major, students will be able to:

- distinguish between and explain the components, functions, structure, and interrelationships of the criminal justice system—law enforcement, courts, and corrections.
- identify and describe the sequence of events in the criminal justice process and the difference between the due process and crime control models of criminal justice.
- analyze and describe the nature, extent, and causation of crime and delinquency, including the major theories of crime and delinquency causation.
- discuss the evolution of the American corrections system and identify current trends and problems in corrections, including community-based alternatives to incarceration.
- define constitutional government; discuss how the federal system of government and U.S. Constitution guide the operation of the criminal justice system; and explain the Constitutional concepts of due process and equal protection in policing, courts, and corrections.

You will find criminal justice graduates throughout the criminal justice system and within an array of social service agencies. The criminal justice practitioner enjoys exciting professional challenges and opportunities for serving society and helping people. Employment opportunities exist in law enforcement, corrections, probation and parole, courts, juvenile justice, research, education, child welfare, private security, and government agencies at the federal, state, and local levels. Because many of these careers require a bachelor degree, the Criminal Justice major is designed to facilitate transfer to a four-year program.

The Dean College Criminal Justice program encourages students to expand their knowledge of criminal justice and career opportunities in this exciting and rewarding field. Creating and promoting opportunities for students to learn about the criminal justice profession and those impacted by the criminal justice system are at the heart of the Criminal Justice major. A wide range of on- and off-campus criminal justice career exploration activities allow students to increase their knowledge and clarify career and academic interests.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Liberal Arts and Studies, completing a major concentration in Sociology with a minor in Justice Studies (see pages 88-91). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.

Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
CRM 110	Introduction to Criminal Justice*	3
SOC 113	Introduction to Sociology	3
HIS 111, HIS 112, or HIS 213	United States History to 1877, United States History – 1877 to 1945, or Contemporary United States History	3
		15

C

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
CRM 163	Criminology	3
PSY 111	General Psychology	3
SPC 111	Public Speaking	3
MTH 130	Introductory Statistics	3
		15

Year 2 - First Semester

		Credits
CRM 231	Criminal Procedure	3
POL 211	American Government	3
BIO 151	General Biology – The Cell (with Forensics Lab)	4
ENG ____	General Education Literature Elective (ENG 217 – Social Issues in Literature is strongly recommended)	3
_____	Free Elective***	3
		16

Year 2 - Second Semester

		Credits
CRM 213	Corrections	3
CRM ____	Criminal Justice Elective**	3
PHL 115	Ethics	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
_____	Free Elective***	3
		15

* Students must achieve a C- or higher in CRM 110 to enroll in CRM 213, CRM 218, CRM 221, or CRM 231.

** Criminal Justice electives: CRM 124 – Juvenile Justice; CRM 218 – Law Enforcement and Society; CRM 152 – Criminal Investigation; CRM 221 – Criminal Law. Consult Course Descriptions for frequency of course offerings.

*** Free electives: Strongly recommended that students choose one course from both List A and List B to fulfill free electives:

List A

- GEO 111 World Geography
- POL 215 Civil Rights and Liberties
- PSY 230 Cross Cultural Psychology
- SOC 215 Sociology of Race and Ethnicity
- SOC 217 Sociology of Sex and Gender

List B

- ENG 217 Social Issues in Literature (if not already taken to fulfill Literature Elective)
- PSY 201 Abnormal Psychology
- PSY 241 Adolescent Psychology
- SOC 220 Social Problems

DANCE

The Dance majors are housed within the Dean College School of Dance and the Arts. The philosophy of the School is built on a long-standing tradition of teaching dance in its pure form. The mission of the Associate in Arts in Dance curriculum is to integrate the four disciplines of ballet, modern, jazz, and tap within a liberal arts context. This degree entails intense preparation for continuing in the Bachelor of Arts in Dance curriculum (see pages 82-85 for more information on the B.A. in Dance curriculum). Students may also pursue a B.A. in Arts and Entertainment Management, a B.A. in Theatre, a B.A. in Liberal Arts and Studies or a B.S. in Business (see pages 72-93 for more information on these Dean College degree programs).

The A.A. curriculum focuses on intense dance technical studies within a general liberal arts context, and serves as the first and second years of the B.A. in Dance degree.

Upon successful completion of the Dance major, students will be able to:

- understand and identify the content and terminology of ballet, modern dance, modern jazz, and tap dance techniques.
- improve in performance of ballet, modern dance, modern jazz, and tap dance techniques.
- discuss the history of dance and its influence upon society as a means of communication, spirituality, and entertainment (emphasis on ballet and modern).
- choreograph dance forms with basic understanding of spatial line, design, musicality, and thematic structure.
- understand basic anatomy as it pertains to dance.
- demonstrate knowledge of teaching dance movement.

Dance majors also have the opportunity to audition for and be a part of many exciting on-campus productions, including the highly recognized Dean Dance Company. Students have an added option that is available to only a few select colleges: a nationally credited independent study at the world-renowned Alvin Ailey Dance Center in New York City.

In addition to classroom courses in dance and other performing arts, students can participate in Dean College theatre and dance productions. Upon completion of the program, students may take advanced studies in dance, dance education, or musical theatre, or pursue professional opportunities as performers or choreographers.

NOTE: A.A. candidates—A performance class and dance juries are required for second-year dance majors.

NOTE: All students applying for the A.A. curriculum must submit additional application materials. Please see page 149 for more information. After acceptance, students must attend an audition for placement.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Dance (see pages 84-87). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.

Course Sequence

See page 137 for the list of courses that fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
DAN X4X	Tap Dance	1
DAN X5X	Ballet	1-2
DAN X6X	Modern Jazz	1
DAN X7X	Modern Dance	1
DAN 182	Rhythmic Analysis	3
DAN 234	Pointe (for advanced students only)	0.5
	Free Elective*	3

16-17.5

Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
DAN X4X	Tap Dance	1
DAN X5X	Ballet	1-2
DAN X6X	Modern Jazz	1
DAN X7X	Modern Dance	1
DAN 100	Creative Movement for Children	3
DAN 235	Pointe Variations (for advanced students only)	0.5
SPC 111	Public Speaking	3
PSY 111	General Psychology	3

16-17.5

Year 2 - First Semester		Credits
DAN 201	Dance History I	3
DAN X5X	Ballet	1-2
DAN X7X	Modern Dance	1
BIO 175	Anatomy for Dancers	4
DAN 234	Pointe (for advanced students only)	0.5
MUS____	Music Literature Elective**	3
	Free Elective*	3

15-16.5

Year 2 - Second Semester		Credits
DAN X5X	Ballet	1-2
DAN X7X	Modern Dance	1
DAN 224	Rehearsal and Performance	1
MTH 125	Math for Liberal Arts	3
DAN 204	Dance Composition I	3
	Free Elective (DAN 206 is required for B.A. Dance students.)	3
DAN 235	Pointe Variations (for advanced students only)	0.5
	Free Elective*	3

15-16.5

* Suggested Electives: Pointe (by audition), Pointe Variations (by audition), Pedagogy I, Financial Accounting, Microcomputer Applications, Introduction to Sociology, English Literature Elective, Applied Music, World Civilization, Philosophy, Introduction to Theatre. NOTE THAT POINTE IS REQUIRED FOR ADVANCED BALLET STUDENTS.

** Music Literature Electives: MUS 103 – Introduction to Music; MUS 243 – American Musical Theatre.

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.

C

Upon successful completion of the Early Childhood Education major, students will be able 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 appropriate educational environments for young children, attending to the social, emotional, cognitive, and physical needs of all children in the classroom.
- successfully plan and implement developmentally appropriate, active learning experiences for young children.
- guide young children's behavior while making adaptations for the range of diversity in children's learning styles and abilities.
- develop collaborative relationships with families of young children in their group, 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.

Students who transfer are well prepared for further studies in early childhood education, child development, educational administration, human services, or children's recreation. Study in these areas can lead to such positions as: teacher or director in nursery schools or day care programs, early childhood educator, pediatric nurse, recreation leader, social worker, family therapist, health care specialist, child care licensing specialist, researcher, consultant, author, or college instructor. Other positions include working in child-related community, state or federal agencies or organizations. Those who pursue advanced studies after graduation from Dean will find diverse professional opportunities available.

Dean College Children's Center

An important, exciting aspect for students in the Early Childhood Education program is working at the Dean College Children's Center, an on-campus preschool for area youngsters, ages 2.9-6 years. The equipment and curriculum materials in the Center have been designed to encourage maximum development of a child's social, emotional, physical and cognitive growth. Students work with College faculty and the Children's Center staff to plan lessons and teach in addition to meeting with parents about their children's educational development.

The aim of the Children's Center is threefold: to provide a rich preschool experience for young children, reflecting open educational concepts; to provide a learning laboratory experience for student teachers, increasing their working skills with young children; and to provide a demonstration and resource center for families, assisting them in the joyful and complex task of parenting.

Program Options

If students intend to transfer to a four-year school, they will find that the curriculum provides a solid liberal arts foundation as well as courses within education. Students will also work closely with advisors and mentors to select liberal arts and free electives that will transfer to their chosen four-year institution. If students intend to work immediately after graduation and seek Massachusetts Department of Early Education and Care (DEEC) qualification, they will take additional practicum classes instead of 2 free electives and are strongly advised to take Pediatric First Aid and Infant/Child CPR. Additionally, they will take Introduction to Early Childhood Education rather than Foundations of Education.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Liberal Arts and Studies (see pages 88-91). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.

Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
PSY 111	General Psychology	3
EDU 103 or EDU 111	Foundations of Education or Introduction to ECE*	3
MTH 121	College Algebra (or higher depending on math placement)	3
		15
Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
SPC 111	Public Speaking	3
PSY 211	Child Psychology	3
SOC 113	Introduction to Sociology	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
		16
Year 2 - First Semester		Credits
EDU 231	Curriculum for Young Children**	3
EDU 280/281	Field Observation and Participation***	3
ENG 295	Children's Literature	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
HIS ____	General Education History Elective	3
		15
Year 2 - Second Semester		Credits
PHL ____	General Education Philosophy Elective	3
PSY 230	Cross Cultural Psychology	3
DAN 100	Creative Movement	3
Option A or Option B	Option A: 6 credits of free electives (MTH 130 or 151 recommended) or Option B: Practicum (EDU 282/283)*	6
		15

* Students seeking Massachusetts Department of Early Education and Care (DEEC) qualification take EDU 111 in the first semester and Option B in the fourth semester to gain educational and experiential requirements for DEEC Teacher of Preschool qualification. EDU 283 is for 14 hours per week, is considered Student Teaching, and must be taken concurrently with EDU 282. Students are strongly advised that they need to obtain Pediatric First Aid and Infant/Child CPR certifications prior to employment as an early childhood teacher. Please see your advisor for course availability in the region.

** Students must achieve a C- or better in EDU 103/111 and PSY 211/EDU 251 to enroll in EDU 231.

*** Students must achieve a C- or better in EDU 103/111 and PSY 211/EDU 251, and approval of Education faculty and staff. EDU 281 may only be taken after or concurrently with EDU 231. If taken after EDU 231, students must achieve a C- or better in EDU 231. EDU 281 is for 3.5 hours per week and must be taken concurrently with EDU 280.

PROGRAM NOTE: Students must take the required EDU and PSY courses in the semester indicated in the Course Sequence above. The sequence assumes a Fall start date. This major is designed for students seeking certification and employment immediately after graduation, or for students who want to transfer into an Early Childhood Education bachelor degree program. If you want to teach at any other level, please see the Liberal Studies major on [page 48](#).

ENGLISH

Students who major in English take five classes beyond the freshman writing core to broaden their background and understanding of literature in different time periods and genres, and to continue developing critical reading, thinking, and writing skills. The College offers a variety of 200-level literature courses, creative writing, and special topics classes to prepare students for transfer as an English major or another major that requires similar skills. The English faculty strive to expose students to a broad spectrum of the human condition and apply literary criticism and psychoanalytical theory to a study of literary characters.

Upon successful completion of the English major, students will be able to:

- recognize and demonstrate an understanding of universal characters, symbols, and themes in a variety of literary works.
- recognize and demonstrate an understanding of historical, sociological, religious, psychological, and artistic influences in a variety of literary works.
- develop a foundation of allusions and references applicable to literary studies.
- read, understand, analyze, and practice writing various stylistic, structural, and aesthetic forms.
- demonstrate proficiency in analytical, critical, and creative writing.
- see literature in new ways and learn to use it as a tool for living their own lives and making discoveries about the human condition and the human spirit.

Students who enroll in this major generally love to read, appreciate language, enjoy writing, and wish to broaden their education in the humanities. They are students who usually communicate well and want to pursue a career that requires good speaking and writing skills. English majors generally transfer into the junior year in the same major, branch out into writing or communications majors like Journalism or Public Relations, or consider the study of business or law.

English, as a major, is versatile and can lead to pursuing a variety of professional careers such as: lawyer, teacher, investment banker, social worker, consultant, magazine writer, and account executive. English majors work in offices, banks, hospitals, social work, education, publishing, and government, as well as in many businesses and industries.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Liberal Arts and Studies, with a major concentration in English (see pages 88-91). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.



Course Sequence

See page 137 for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
HIS ____	History Sequence A or History Sequence B*	3
MTH 125	Math for Liberal Arts	3
PSY 111 or SOC 113	General Psychology or Introduction to Sociology**	3
		15

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
HIS ____	History Sequence A or History Sequence B*	3
PHL ____	General Education Philosophy Elective	3
ENG 220 or ENG 131	Creative Writing: Non-Fiction or Journalism***	3
PSY 111 or SOC 113	General Psychology or Introduction to Sociology**	3
		15

Year 2 - First Semester

		Credits
ENG ____	Group A, B, C, or D Literature Elective***	3
ENG ____ or ENG 221	Group A, B, C, or D Literature Elective or Creative Writing: Fiction and Poetry***	3
ART 101, MUS 103, or THA 111	Introduction to Visual Art, Introduction to Music, or Introduction to Theatre	3
____	Free Elective	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
		16

Year 2 - Second Semester

		Credits
ENG ____	Group A, B, C, or D Literature Elective***	3
ENG ____ or ENG 221	Group A, B, C, or D Literature Elective or Creative Writing: Fiction and Poetry***	3
HIS ____	History Elective	3
SPC 111	Public Speaking	3
____	Free Elective	3
		15

* Students must complete two courses from either History Sequence A or History Sequence B.

History Sequence A – U.S. History: HIS 111, HIS 112, HIS 213

History Sequence B – World Civilizations: HIS 151, HIS 152, HIS 253

** Students must complete both PSY 111 and SOC 113, one in the first semester and one in the second semester.

*** Students must take five 200-level English courses. Students can opt for four literature courses and one writing class OR three literature courses and two writing classes. Literature courses can be taken in any sequence; however, students must select literature courses from three out of the four designated Literature Groups: Group A, Group B, Group C, and Group D.

Group A Literature Electives: Classical Literature
ENG 277, ENG 301, ENG 363

Group B Literature Electives: Advanced Genre
ENG 260, ENG 261, ENG 285, ENG 365

Group C Literature Electives: Survey Courses
ENG 215, ENG 231, ENG 232, ENG 355

Group D Literature Electives: Topic Courses
ENG 217, ENG 270, ENG 290, ENG 295, ENG 299

Writing Electives:
ENG 131, ENG 220, ENG 221

ENVIRONMENTAL SCIENCE

The Environmental Science major is designed to provide those students interested in entering either environmental science, studies, or policy professions the foundational course work in the sciences and general education/liberal arts.

C Students choosing this major will have opportunities to transfer into numerous programs associated with the environmental science or environmental policy field including: outdoor and environmental education, natural resource and land conservation, environmental policy, law, advocacy and regulation, resource management, wildlife biology, forest ecology, and environmental assessment.

Upon successful completion of the Environmental Studies major, students will be able to:

- recognize the scientific method in various contexts.
- utilize technology to gather, store, and present academic research or scientific topics.
- draw conclusions from laboratory experiments and present this data in appropriate format.
- recognize basic scientific principles in environmental science.
- develop practical use of mathematics in problem-solving.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs (see pages 72-97). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
PSC 181	Environmental Science	4
MTH 130	Introductory Statistics	3
HIS ____	General Education History Elective (HIS 112 recommended)	3
		16

C

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
BIO 151 or BIO 152	General Biology – The Cell or Organisms	4
BIO 183 or PSC 125	Ecology or Meteorology	4
ART, COM, MUS, or THA ____	General Education Arts Elective	3
_____	Free Elective (MTH 151 is strongly recommended if student places below MTH 152)	3
		17

Year 2 - First Semester

		Credits
BIO 211	Microbiology	4
CHM 151	General Chemistry I*	4
ENG 217	Social Issues in Literature	3
POL 211	American Government	3
SPC 111	Public Speaking	3
		17

Year 2 - Second Semester

		Credits
BIO 183 or PSC 125	Ecology or Meteorology	4
CHM 152	General Chemistry II	4
PHL ____	General Education Philosophy Elective	3
_____	200-Level Free Elective	3
		14

*Students who place below MTH 152 need to complete all pre-requisites prior to taking CHM 151. They are strongly advised to take MTH 151 to fulfill free elective requirements in the second semester of Year 1. These students must also take MTH 130 in their first semester.

HEALTH SCIENCES

The Health Sciences major is designed to provide those students interested in entering one of the many health science-related professions the foundational course work 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: nursing, 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 3.0 Grade Point Average (GPA) based on core academic courses.

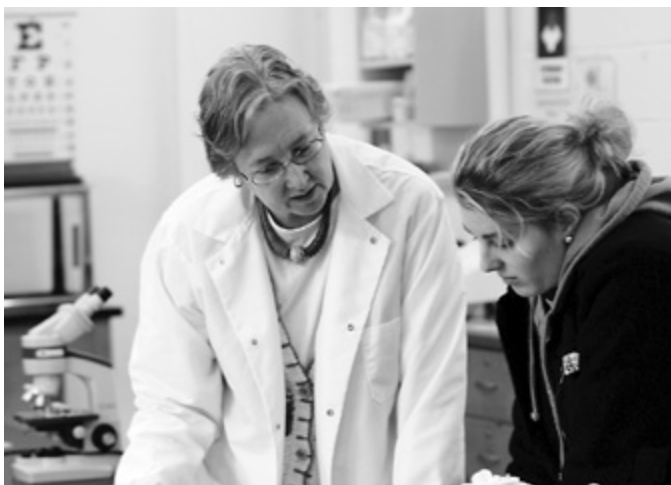
Upon successful completion of the Health Sciences major, students will be able to:

- recognize the scientific method in various contexts.
- utilize technology to gather, store, and present academic research or scientific topics.
- explain physiological functions of organ systems, homeostasis, and disorders resulting from homeostatic imbalances.
- draw conclusions from laboratory experiments and present this data in appropriate format.

- recognize biological principles pertaining to cell theory and biochemical energy pathways.
- recognize and understand selected elements and the Periodic table, and apply the fundamental principles of chemistry found in chemical reactions, mass/energy relationships, equilibrium, kinetics, and electrochemistry.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs (see pages 72-97). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
BIO 171	Anatomy and Physiology I	4
PSY 111	General Psychology	3
MTH 130	Introductory Statistics	3
		16
Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
BIO 172	Anatomy and Physiology II	4
SOC 113	Introduction to Sociology	3
HIS ____	General Education History Elective	3
_____	Free Elective (MTH 151 is strongly recommended if student places below MTH 152)	3
		16
Year 2 - First Semester		Credits
CHM 151	General Chemistry I*	4
____ or HSCI 201	Free Elective or Introduction to Nursing	3-4
BIO 211	Microbiology	4
SPC 111	Public Speaking	3
ENG ____	General Education Literature Elective	3
		17-18
Year 2 - Second Semester		Credits
CHM 152	General Chemistry II	4
SFL 234	Nutrition and Food Science	3
PHL 115	Ethics	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
PSY 202	Human Development: A Lifespan Approach	3
		16

**Students who are placed below MTH 152 need to complete all pre-requisites prior to taking CHM 151. They are strongly advised to take MTH 151 to fulfill free elective requirements in the second semester of Year 1. These students must also take MTH 130 in their first semester.*

HISTORY

Students who major in History take five history classes to broaden their background and understanding of U.S. History and World Civilizations, studying time periods and the cultural, political, economic, and religious influences on humankind. Through research and analytical writing, students develop the skills required to transfer as a History major or into a related course of study that requires this background. The College offers three-course survey sequences in U.S. History and World Civilization, as well as a Special Topics class every spring semester showcasing faculty research and interests, and exposing students to a specific topic within the field of study and completing the capstone project required of all graduating History majors.

Upon successful completion of the History major, students will be able to:

- understand the difference between primary and secondary source materials and engage in critical analysis of primary historical sources.
- critically assess the relationship between a culture's social structure, political institutions and ideologies, religious beliefs, and economic conditions.
- demonstrate general understanding of major historical developments (for example: industrialism, globalization, social and scientific revolutions) and their role in shaping today's world.
- acquire heightened rhetorical, analytical, and intellectual skills by developing proficiency in writing about history and constructing well-supported argumentative essays.
- recognize that history reveals the universal aspects of the human condition while likewise providing the evidence of wide-ranging diversity among global human populations. Students of history should develop an appreciation for both of these realities.

Students who enroll in this major usually have developed an appreciation of history in high school. They are constantly interested in studying how events of the past have formed the present and serve to shape the future. History majors thrive on understanding the relationship between cause and effect, and applying that understanding to culture and civilizations. History majors love to study the lives of Presidents and world leaders, wars and conflicts, and great civilizations. They are passionate about news, information, and the world of ideas. History majors

at Dean generally transfer into history, political science, or government majors. History majors often pursue law degrees in graduate school.

History is a versatile major and can lead into career opportunities as an educator, researcher, communicator or editor, information manager, advocate, or business professional. History majors can usually find jobs as an analyst, archivist, broadcaster, campaign worker, congressional aide, consultant, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher...the list is almost endless.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Liberal Arts and Studies, with a major concentration in History (see pages 88-91). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.

Course Sequence

See page 137 for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
HIS ____	History Sequence A or History Sequence B*	3
SPC 111	Public Speaking	3
PSY 111 or SOC 113	General Psychology or Introduction to Sociology**	3
		15

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Year 1 - Second Semester

		Credits
HIS ____	History Sequence A or History Sequence B*	3
ENG 112	Composition and Literature	3
MTH 125	Math for Liberal Arts	3
PSY 111 or SOC 113	General Psychology or Introduction to Sociology**	3
_____	Free Elective	3
		15

Year 2 - First Semester

		Credits
HIS ____	History Sequence A or History Sequence B*	3
ECO 111 or ECO 112	Principles of Economics – Macro or Micro	3
ART 101, MUS 103, or THA 111	Introduction to Visual Art, Introduction to Music, or Introduction to Theatre	3
ENG ____	General Education Literature Elective	3
PHL ____	General Education Philosophy Elective	3
		15

Year 2 - Second Semester

		Credits
HIS ____	History Sequence A or History Sequence B*	3
HIS ____	200-level History Elective	3
POL ____	Political Science Elective	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
_____	Free Elective	3
		16

* Students must complete two courses from Sequence A and two courses from Sequence B. Courses within a sequence do not have to be taken in order.

History Sequence A – U.S. History: HIS 111, HIS 112, HIS 213

History Sequence B – World Civilizations: HIS 151, HIS 152, HIS 253

** Students must complete both PSY 111 and SOC 113, one in the first semester and one in the second semester.

LIBERAL STUDIES

The Liberal Studies major is designed for students who wish 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 Liberal Studies major. All options in the Liberal Studies major are designed to fulfill the liberal arts core/general education 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 Liberal Studies major.

The requirements for graduation fall under three options:

Option 1 - General Education Option: This option is ideal for students who want to focus on core/general education courses or who are still exploring possible majors. To complete this option, students take at least 12 credits from a list of approved general education courses, which are listed on [page 137](#).

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 College: Business, Communications, Criminal Justice, Dance, Early

Childhood Education, English, Environmental Science, Health Sciences, History, Math/Science, Psychology, Sociology, Sport/Fitness Studies, or Theatre Arts.

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.

For either option, no more than 1 credit of internship can fulfill free elective requirements and students may only take a total of 3 credits with a PTU, THA 224, DAN 224, or COM 112 designation as a free elective.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Liberal Arts and Studies ([see pages 88-91](#)). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B ([pages 16-17](#)) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
HIS ____	History Sequence A or History Sequence B*	3
_____	Free Elective**†	3
_____	Liberal Studies Elective***‡	3
		15

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Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
HIS ____	History Sequence A or History Sequence B*	3
MTH ____	General Education Mathematics Elective	3
ECO, GEO, POL, PSY, or SOC ____	General Education Social Science Elective****	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
		15

Year 2 - First Semester

		Credits
ENG ____	General Education Literature Elective	3
PHL ____	General Education Philosophy Elective	3
_____	Liberal Studies Elective***‡	3
ECO, GEO, POL, PSY, or SOC ____	General Education Social Science Elective****	3
_____	Free Elective**†	3
		15

Year 2 - Second Semester

		Credits
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
SPC 111	Public Speaking	3
_____	Liberal Studies Elective***‡	3
_____	Liberal Studies Elective***‡	3
_____	Free Elective**†	3
		16

* Students must complete two courses from either History Sequence A or History Sequence B.

History Sequence A – U.S. History: HIS 111, HIS 112, HIS 213

History Sequence B – World Civilizations: HIS 151, HIS 152, HIS 253

** Students completing Option 3 (Education/Teaching) are strongly advised to take PSY 234 – Educational Psychology; PSY 230 – Cross-Cultural Psychology; and EDU 200 – Education Internship to fulfill their free elective requirements.

*** Liberal Studies electives for each option are specified below:

Option 1: Students need to take 12 credits from the general education list on [page 137](#).

Option 2: Students need to complete 12 credits from one of the majors offered by the College: Business, Communications, Criminal Justice, Dance, Early Childhood Education, English, Environmental Science, Health Sciences, History, Math/Science, Psychology, Sociology, Sport/Fitness Studies, or Theatre Arts.

Option 3: Students need to complete EDU 103: Foundations of Education; and 9 credits in one content area: English, History, Mathematics, or Natural Sciences. Students are also strongly advised to take EDU 200: Education Internship in year 2, semester 1.

**** Students completing Option 3 (Education/Teaching) need to complete PSY 111 – General Psychology and either PSY 211 – Child Psychology (if intending to teach at the elementary level) or PSY 241 – Adolescent Psychology (if intending to teach at the middle or secondary level) to fulfill their social science requirements.

† At least 3 of the courses taken to fulfill free elective or liberal studies elective requirements must be at the 200-level or higher.

NOTE: Students are strongly encouraged to complete CAR 110 in their second or third semester if they are still undecided about a possible career or major when they transfer.

MATH/SCIENCE

Fields in math and science are widely recognized as some of the most critically important fields in our complex, highly technical global environment. Given the general shortage of people with training in these essential areas, tremendous career opportunities are open to students who elect Math/Science as their major.

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Students who pursue a major in Math/Science must complete 3 math courses, 4 lab science courses, and a course in information technology in addition to all the general education course requirements. In the second year of study, Math/Science majors complete Research Practicum I and II. This practicum affords students the opportunity to pursue an area of interest while working with faculty mentors. This is an ideal major for those who love math, science, and computer science, or who plan to pursue baccalaureate majors in math, the natural sciences, engineering, or computer science.

The mission of this major is to provide students with the introductory science and math courses needed to fulfill the general prerequisites in a natural science or math major at a four-year school.

Upon successful completion of the Math/Science major, students will be able to:

- recognize the scientific method in various contexts.
- utilize technology to gather, store, and present academic research or scientific topics.
- identify important historical figures in biology and chemistry.
- draw conclusions from laboratory experiments and present this data in an appropriate format.
- recognize basic scientific principles in biology and chemistry.
- develop practical use of mathematics in problem-solving.

After completing the associate degree, students who transfer are well prepared for further studies in mathematics, engineering, computer science, biology, chemistry, physics, or environmental science. Students may also pursue pre-medicine or pre-veterinarian programs from this major.

A variety of careers are open to students who complete the Math/Science major, including research, teaching, engineering, environmental studies, environmental policy analysis, computer science, business, medicine, and veterinary medicine. The rigor of the academic training provided by these majors allows successful graduates to pursue any number of careers outside of the traditional math and natural sciences field, including business and the insurance industry.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs (see pages 72-97). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.

Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
BIO 151	General Biology – The Cell	4
CIS 150	Information Technology	3
	Free Elective (strongly recommend a math course if placed below MTH 152*)	3
		16

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
MTH 152	Precalculus II*	3
BIO 152	General Biology – Organisms	4
ART, COM, MUS, or THA ____	General Education Arts Elective	3
SPC 111	Public Speaking	3
		16

Year 2 - First Semester

		Credits
MTH 241	Calculus I	4
CHM 151	General Chemistry I	4
	Free Elective	3
ENG ____	General Education Literature Elective	3
HIS ____	General Education History Elective	3
BIO 291	Math/Science Research Practicum I	1
		18

Year 2 - Second Semester

		Credits
MTH 242	Calculus II	4
CHM 152	General Chemistry II	4
PHL ____	General Education Philosophy Elective	3
PSY 111 or SOC 113	General Psychology or Introduction to Sociology	3
BIO 292	Math/Science Research Practicum II	1
		15

* Students who are placed below MTH 152 may need to take coursework in the summer or in an additional semester in order to complete all prerequisites for MTH 152.

PSYCHOLOGY

The mission of the Psychology major is to introduce students to a practical understanding of and a theoretical foundation in the discipline of psychology. The major is designed to prepare a student for the pursuit of a baccalaureate degree in developmental, clinical, educational, or social psychology.

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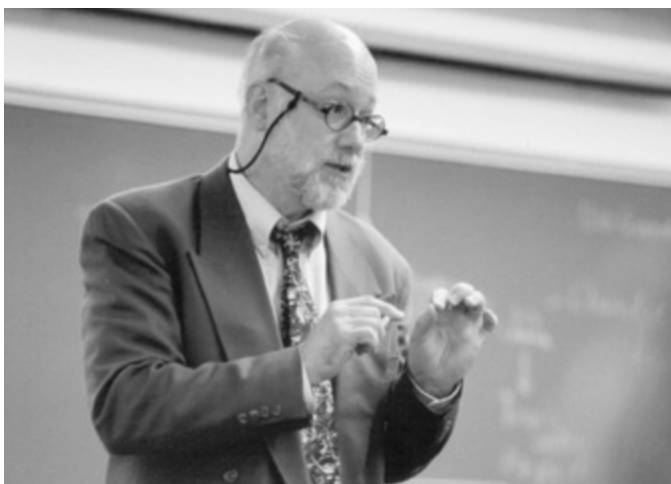
Upon successful completion of the Psychology major, students will be able to:

- understand the academic discipline of psychology as a social science.
- understand contemporary perspectives in the discipline of psychology, including the biological, behavioral, cognitive, psychoanalytic, humanistic, and cross-cultural models.
- apply contemporary perspectives in the discipline of psychology to the study of: abnormal behavior (including a familiarity with the current version of the DSM); the biological, cognitive, behavioral, and psychosocial domains of human development; the teaching and learning process; and the cross-cultural diversity of human behavior.
- understand the historical and social trends in psychopathology, child or adolescent development, educational psychology, and cross-cultural psychology.
- understand the diversity of human behavior and the psychosocial factors contributing to that diversity.

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

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Liberal Arts and Studies, with a major concentration in Psychology (see pages 88-91). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.



Course Sequence

See page 137 for the list of courses tha fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
PSY 111	General Psychology	3
HIS ____	History Sequence A or History Sequence B*	3
SPC 111	Public Speaking	3
		15
Year 1 - Second Semester		Credits
PSY 202, PSY 211, or PSY 241	Human Development, Child Psychology, or Adolescent Psychology	3
ENG 112	Composition and Literature	3
MTH 130	Introductory Statistics	3
HIS ____	History Sequence A or History Sequence B*	3
_____	Free Elective	3
		15
Year 2 - First Semester		Credits
PSY 201	Abnormal Psychology	3
PSY 234	Educational Psychology	3
ART 101, MUS 103, or THA 111	Introduction to Art, Introduction to Music, or Introduction to Theatre	3
SOC 113	Introduction to Sociology	3
ENG ____	General Education Literature Elective	3
		15
Year 2 - Second Semester		Credits
PSY 230	Cross-Cultural Psychology	3
PHL ____	General Education Philosophy Elective	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
_____	Free Elective	3
_____	Free Elective	3
		16

* Students must complete two courses from either History Sequence A or History Sequence B.

History Sequence A – U.S. History: HIS 111, HIS 112, HIS 213

History Sequence B – World Civilizations: HIS 151, HIS 152, HIS 253

SOCIOLOGY

The mission of the Sociology major is to introduce students to the primary theoretical perspectives of the discipline and to provide them with a foundation in the substantive areas of sociology (race, gender, family) upon which they can build a baccalaureate degree.

C

Upon successful completion of the Sociology major, students will be able to:

- apply critical thinking skills about social issues.
- understand the sociological perspective, and explain social phenomena using the three main theoretical frameworks of conflict theory, structural-functionalism, and symbolic interactionism.
- understand diversity and issues of social justice.
- understand the research process in sociology.

Many students choose Sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich fund of knowledge that directly pertains to each of these fields. The undergraduate degree provides a strong liberal arts preparation for entry level positions throughout the business, social service, and government worlds.

Employers look for people with the skills that an undergraduate education in sociology provides. Since its subject matter is intrinsically fascinating, sociology offers valuable preparation for careers in journalism, politics, public relations, business, or public administration – fields that involve investigative skills and working with diverse groups. A major in Sociology is also excellent preparation for future graduate work in sociology in order to become a professor, researcher, or applied sociologist.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Liberal Arts and Studies, with a major concentration in Sociology (see pages 88-91). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
SOC 113	Introduction to Sociology	3
HIS ____	History Sequence A or History Sequence B*	3
SPC 111	Public Speaking	3

15

C

Year 1 - Second Semester

		Credits
SOC 203, CRM 124, or		
CRM 163	Sociology of the Family, Juvenile Justice, or Criminology	3
ENG 112	Composition and Literature	3
MTH 130	Introductory Statistics	3
HIS ____	History Sequence A or History Sequence B*	3
PSY 111	General Psychology	3

15

Year 2 - First Semester

		Credits
SOC 217	Sex and Gender	3
SOC 215	Race and Ethnicity	3
ART, MUS, or THA ____	General Education Arts Elective	3
ENG ____	General Education Literature Elective	3
_____	Free Elective	3

15

Year 2 - Second Semester

		Credits
SOC 220	Social Problems	3
PHL ____	General Education Philosophy Elective	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
_____	Free Elective	3
_____	Free Elective	3

16

* Students must complete two courses from either History Sequence A or History Sequence B.

History Sequence A – U.S. History: HIS 111, HIS 112, HIS 213

History Sequence B – World Civilizations: HIS 151, HIS 152, HIS 253

SPORT/FITNESS STUDIES

C The Sport/Fitness major, with concentrations in Athletic Training, Exercise Science, Physical Education, and Sport Management, is designed for those students with a love of physical activity and an active lifestyle who wish to pursue a career in one of the many exciting fields associated with this area. From the traditional field of study in physical education, to the scientific areas of exercise science and athletic training, to the rapidly expanding field of sport management, students have an opportunity to explore and develop their interests and skills in a broad variety of both academic- and activity-based courses. While students may choose from one of four concentrations within their first semester, they have the flexibility and freedom to change to another concentration if their interests should change. Most of the careers associated with these concentrations require a bachelor degree, and each concentration is designed to facilitate transfer to a four-year college or university.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs (see pages 72-97). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-17) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.



Sport/Fitness Studies – Athletic Training

The Athletic Training concentration is designed for those students wishing to combine strong interests in science, athletics, and medicine. A certified athletic trainer is an allied health care professional who works with athletes to prevent, treat, and rehabilitate sport injuries under the direct supervision of a physician. Certified athletic trainers work in a variety of settings including high school, college, and professional sport organizations, as well as private clinics. Dean's Athletic Training curriculum offers students basic theory courses linked to a practicum supervised by a National Athletic Trainers Association (NATA) licensed certified athletic trainer.

Upon successful completion of the Sport/Fitness Studies – Athletic Training concentration, students will be able to:

- demonstrate an understanding of the structure and function of the human body and the relationship of fitness to function.
- identify significant events which have shaped the history and development of physical education and sport while identifying critical issues facing these areas.
- utilize various methods of appraising and evaluating each of the health-related and skill-related components of physical fitness and develop an individualized fitness plan based on the findings of the fitness assessment.

- recognize current and potential nutritional health concerns; identify means to deal with nutritional health concerns; accept responsibility to deal with nutritional health concerns.
- complete successfully the requirements associated with the nationally recognized course in First Aid and CPR.
- utilize technology to access current resources relating to health, physical education, and sport.
- administer and explain the significance of a health screening survey.
- identify the critical issues confronting health, physical education, and sport.
- recognize and identify athletic injuries.
- evaluate, treat, and prevent athletic injuries.

Upon completion of their coursework at Dean, students seeking certification must be accepted into a Commission on Accreditation of Allied Health Education Programs (CAAHEP) entry-level athletic training curriculum program and receive a bachelor degree. Dean's curriculum provides excellent preparation for students to transfer into many of these programs. Please note that a very strong science background is necessary for any student who is considering this concentration.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
SFL 174	History and Philosophy of Sport and Physical Activity	3
BIO 171	Anatomy and Physiology I**	4
ECO, GEO, POL, PSY, or SOC ____	General Education Social Science Elective	3
		16
Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
SFL 170	First Aid and Safety/CPR* **	3
BIO 172	Anatomy and Physiology II**	4
HIS ____	General Education History Elective	3
MTH 130	Introductory Statistics	3
		16
Year 2 - First Semester		Credits
SFL 260	Fundamentals of Physical Fitness and Conditioning	3
SFL 241	Care and Prevention of Athletic Injuries*	4
SPC 111	Public Speaking	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
_____	Free Elective	3
		16
Year 2 - Second Semester		Credits
SFL 234	Nutrition and Food Science	3
SFL 200A	Athletic Training Internship	1
PHL ____	General Education Philosophy Elective	3
ENG ____	General Education Literature Elective	3
_____	Free Elective (SFL 281 recommended)	3
		13

C

* A lab fee is required for course materials.

** A grade of C- or better in Human Anatomy and Physiology and First Aid/Safety, or approval of the Department Chair, is required to remain in this track.

Sport/Fitness Studies – Exercise Science

The Exercise Science concentration is designed to allow students to continue their academic careers in a number of majors associated with fitness and human performance including: cardiac rehabilitation, exercise science, health, health fitness, and physical education. Upon graduation students are able to pursue career opportunities in health clubs, cardiac rehabilitation facilities, corporate fitness centers, and private entrepreneurial enterprises.

Upon successful completion of the Sport/Fitness Studies – Exercise Science concentration, students will be able to:

- demonstrate an understanding of the structure and function of the human body and the relationship of fitness to function.
- identify significant events which have shaped the history and development of physical education and sport while identifying critical issues facing these areas.
- utilize various methods of appraising and evaluating each of the health-related and skill-related components of physical fitness and develop an individualized fitness plan based on the findings of the fitness assessment.
- recognize current and potential personal health concerns; identify means to deal with health concerns; accept responsibility to deal with health concerns.
- complete successfully the requirements associated with the nationally recognized course in first aid and C.P.R.
- utilize technology to access current resources relating to health, physical education, and sport.
- administer and explain the significance of a health screening survey.
- identify the critical issues confronting health, physical education, and sport.
- demonstrate proficiency in the following Skills and Technique courses: Weight Training, Advanced Weight Training, Aerobic Fitness, and Swimming.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
SFL 174	History and Philosophy of Sport and Physical Activity	3
BIO 171	Anatomy and Physiology I**	4
ECO, GEO, POL, PSY, or SOC ____	General Education Social Science Elective	3
		16

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
SFL 170	First Aid and Safety/CPR* **	3
BIO 172	Anatomy and Physiology II**	4
HIS ____	General Education History Elective	3
MTH 130	Introductory Statistics	3
SFL ____	Skills Courses***	1
		17

Year 2 - First Semester

		Credits
SFL 260	Fundamentals of Physical Fitness and Conditioning	3
SFL 241	Care and Prevention of Athletic Injuries*	4
SPC 111	Public Speaking	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
____	Free Elective	3
SFL ____	Skills Courses***	1
		17

Year 2 - Second Semester

		Credits
SFL 234	Nutrition and Food Science	3
PHL ____	General Education Philosophy Elective	3
ENG ____	General Education Literature Elective	3
____	Free Elective (SFL 281 recommended)	3
SFL ____	Skills Courses***	1
		13

* A lab fee is required for course materials.

** A grade of C- or better in Human Anatomy and Physiology and First Aid/Safety, or approval of the Department Chair, is required to remain in this track.

*** Skills required: Aerobic Fitness I, Weight Training I, Weight Training II, Core Training I, Core Training II, and Swimming.

Sport/Fitness Studies – Physical Education

Careers as physical education teachers, coaches, and health and fitness instructors are some of the many choices open to those who choose the Physical Education concentration. Designated for students who want to teach and make a difference in the lives of either young people or adults, the program focuses on both the knowledge and skills necessary to teach and coach physical activities.

Upon successful completion of the Sport/Fitness Studies – Physical Education concentration, students will be able to:

- demonstrate an understanding of the structure and function of the human body and the relationship of fitness to function.
- identify significant events which have shaped the history and development of physical education and sport while identifying critical issues facing these areas.
- utilize various methods of appraising and evaluating each of the health-related and skill-related components of physical fitness and develop an individualized fitness plan based on the findings of the fitness assessment.
- recognize current and potential personal health concerns; identify means to deal with health concerns; accept responsibility to deal with health concerns.
- complete successfully the requirements associated with the nationally recognized course in first aid and C.P.R.
- utilize technology to access current resources relating to health, physical education, and sport.
- administer and explain the significance of a health screening survey.
- identify the critical issues confronting health, physical education, and sport.
- demonstrate proficiency in six physical education skill based courses.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
SFL 174	History and Philosophy of Sport and Physical Activity	3
BIO 171	Anatomy and Physiology I**	4
ECO, GEO, POL, PSY, or SOC ____	General Education Social Science Elective	3

16

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
SFL 170	First Aid and Safety/CPR* **	3
BIO 172	Anatomy and Physiology II**	4
HIS ____	General Education History Elective	3
MTH 130	Introductory Statistics	3
SFL ____	Skills Courses***	1

17

Year 2 - First Semester

		Credits
SFL 260	Fundamentals of Physical Fitness and Conditioning	3
SFL 241	Care and Prevention of Athletic Injuries*	4
SPC 111	Public Speaking	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
____	Free Elective	3
SFL ____	Skills Courses***	1

17

Year 2 - Second Semester

		Credits
SFL 234	Nutrition and Food Science	3
PHL ____	General Education Philosophy Elective	3
ENG ____	General Education Literature Elective	3
____	Free Elective (SFL 281 recommended)	3
SFL ____	Skills Courses***	1

13

* A lab fee is required for course materials.

** A grade of C- or better in Human Anatomy and Physiology and First Aid/Safety, or approval of the Department Chair, is required to remain in this track.

*** Students must complete 6 skills classes including:

- 1 Racquet Skill – Badminton
- 1 Swim Skill – Swimming I, Swimming II, Lifesaving
- 1 Team Sport – Volleyball, Basketball, Soccer, Softball
- 1 Life Skill – Archery, Golf
- 1 Fitness Skill – Aerobic Fitness I, Weight Training I, Core Training I, Core Training II

Sport/Fitness Studies – Sport Management

C The Sport Management concentration is designed for students who wish to combine their interests in both business management and one of the many physical activity options. It prepares students for a variety of career opportunities including: those in professional sports, club or camp management, educational athletics, sports and leisure retailing, and entrepreneurial enterprises. Both entry-level career positions and baccalaureate degree opportunities are available to students completing this concentration.

Upon successful completion of the Sport/Fitness Studies – Sport Management concentration, students will be able to:

- explain, differentiate, and define Sport Management terminology.
- identify and discuss the impact of sport(s) on the financial, economic, and social environments.
- understand and explain the critical issues of legal liability and risk management as they pertain to sport management.
- explain the major principles associated with careers in the sport management field (management, marketing, financial, legal, and ethical).
- identify and explain the functions of major sport organizations both amateur and professional.
- identify significant events which have shaped the history and development of sport.
- demonstrate for proficiency in four skills and techniques courses.
- utilize technology to access current resources relating to health, physical education, and sport.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
SFL 174	History and Philosophy of Sport and Physical Activity	3
ACCT 103	Financial Accounting	3
	Free Elective	3
SFL ____	SFL Skills Courses*	1
		16

C

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
SFL 172	Introduction to Sport Management	3
BUS 123	Foundations of Business	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
MTH 121	College Algebra (or higher depending on math placement)	3
		15

Year 2 - First Semester

		Credits
SFL 170	First Aid and Safety/CPR**	3
ECO 112	Principles of Economics – Micro	3
ACCT 200, BUS 230 or BUS 235	Managerial Accounting, Principles of Management, or Principles of Marketing	3
PHL 120	Business Ethics	3
SPC 111	Public Speaking	3
		15

Year 2 - Second Semester

		Credits
ENG ____	General Education Literature Elective	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
HIS ____	General Education History Elective	3
	Free Elective (MTH 130 or MTH 151 recommended)	3
SFL 200S	Sport Management Internship	1
SFL ____	SFL Skills Electives*	1
		15

* Students must complete 4 skills classes, including:

1 Team Sport – Volleyball, Basketball, Soccer, Softball

1 Swim – Swimming I, Swimming II, Lifesaving

1 Golf

** A lab fee is required for course materials.

THEATRE ARTS

The Theatre Arts major, with concentrations in Musical Theatre and Theatre, is designed to prepare students with the theatrical knowledge, skills, and experiences necessary to continue their studies in theatre arts to attain a baccalaureate degree and/or pursue opportunities in a professional theatre career. To assist students in achieving this goal, the curriculum is supported with a 40-hour per semester requirement in assigned production support areas. Considerable opportunities for students to audition for and participate in a variety of performing arts productions either in performance or the technical areas of theatre are offered.

Life After Dean: What's Next?

Graduates of Dean's associate programs have many options to choose from. Some Dean graduates will transition into one of Dean's baccalaureate degree programs, including the Bachelor of Arts in Theatre program (see pages 92-95). Others will transfer to one of many colleges or universities around the country to complete their four-year degree. See Section B (pages 16-18) for a list of the institutions with which Dean has transfer agreements. Some associate degree graduates choose to directly enter the workplace.

Theatre Arts – Musical Theatre

Students concentrating in Musical Theatre will be trained in all three areas of musical theatre: music, theatre, and dance.

Upon successful completion of the Theatre Arts – Musical Theatre concentration, students will be able to:

- exhibit competency of fundamental music skills including reading music and sight singing.
- identify and perform rudimentary technique in modern jazz and tap.
- perform in an improvisational setting and a rehearsed theatrical production.
- perform two monologues of contrasting types which can be utilized for an audition.
- explain key historical aspects of the American musical theatre.

The Musical Theatre concentration also provides considerable opportunities to audition for and participate in a wide variety of performing arts groups at Dean, including Music Theatre Ensemble and the annual musical and dramatic productions. Students are also exposed to professional guest artists and attend regional and national performances to expand their knowledge of the theatre arts. The Theatre Arts major prepares students for further study in college, conservatory, or specialized performing arts schools.

After completing the associate degree, students who transfer are well prepared for further studies in voice, acting, and dance, taking advanced courses in each area. Some of the advanced courses of study include: Advanced Voice Study, Advanced Music Theory/Analysis, Advanced Jazz, Tap and Ballet, Musical Theatre Studio and Internship, Directing the Musical, and Theatre History.

Students in the Musical Theatre field obtain careers as musical theatre performers/actors, dancers, singers, directors, choreographers, musical directors, voice, acting or dance teachers, accompanists, vocal coaches, and stage managers.

Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
THA 131	Technical Production I: Stagecraft	3
MUS 181	Fundamentals of Music	3
HIS 151	World Civilization I	3
MUS 115	Music Theatre Ensemble	1

16

Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
DAN X4X	Tap Dance	1
DAN X6X	Modern Jazz	1
THA 132	Technical Production II: Lighting	3
HIS 152	World Civilization II	3
_____	Free Elective (THA 111 is strongly recommended for students interested in continuing in the B.A. Theatre program)	3
MUS 116	Music Theatre Ensemble	1

15

Year 2 - First Semester		Credits
SPC 111	Public Speaking	3
THA 233	Acting I: Improvisation and Text Analysis	3
PSY 111	General Psychology	3
PHL ____	General Education Philosophy Elective	3
MTH 125	Math for Liberal Arts	3
MUS 115	Music Theatre Ensemble	1

16

Year 2 - Second Semester		Credits
MUS 243	American Musical Theatre	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
ENG 261	Dramatic Literature	3
_____	Free Elective (THA 234 is strongly recommended for students interested in continuing in the B.A. Theatre program)	3
MUS 116	Music Theatre Ensemble	1

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NOTE: Theatre majors are also required to complete 40 hours per semester of production work in three areas: costume/make-up, technical production, and publicity/front of house.

Theatre Arts – Theatre

Students concentrating in Theatre will develop a knowledge of all areas of the theatre arts, including performance, technical production, and design.

Upon successful completion of the Theatre Arts – Theatre concentration, students will be able to:

- C** • identify the various aspects of theatre including its origin, the roles of the various people who create a theatrical production, and the various types of drama, dramatic structure, dramatic characters, theatrical environments, and visual elements of theatrical design.
- identify and explain the basic elements of stage craft in scenic design, rigging, construction, and stage lighting.
- perform in an improvisational setting and a rehearsed theatrical production.
- perform two monologues of contrasting types which can be utilized for an audition.
- perform a scene with a fellow actor and explain the character's goals, obstacles, tactics, and expectations.

The Theatre concentration also provides considerable opportunities to audition for and participate in a wide variety of performing arts groups at Dean, including Music Theatre Ensemble, and the annual musical and dramatic productions. Students are also exposed to professional guest artists and attend regional and national performances to expand their knowledge of the theatre arts. The Theatre Arts major prepares students for further study in college, conservatory, or specialized performing arts schools.

After completing the associate degree, students are well prepared for further studies in acting, directing, stage management, or design, taking advanced courses in their selected area of study. Some of the advanced courses of study include: Advanced Acting, Movement, Voice, Stage Directing, Stage Management, Set, Costume or Lighting Design, Playwriting, Script Analysis, Arts Management, Theatre History, and Dramaturgy.

Students go into careers as theatre/film/TV performers/actors, dancers, singers, directors, set/costume/lighting designers, acting and voice teachers, stage managers, and dramaturges.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
THA 115	Voice and Movement	3
THA 131	Technical Production I: Stagecraft	3
HIS 151	World Civilizations I	3
		15
Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
THA 111	Introduction to Theatre	3
THA 132	Technical Production II: Lighting	3
THA 140	Speech and Articulation	3
HIS 152	World Civilizations II	3
		15
Year 2 - First Semester		Credits
SPC 111	Public Speaking	3
THA 233	Acting I: Improvisation and Text Analysis	3
PSY 111	General Psychology	3
MTH 125	Math for Liberal Arts	3
_____	Free Elective (MUS 181 is strongly recommended.)	3
		15
Year 2 - Second Semester		Credits
THA 234	Acting II: Character Study	3
ENG 261	Dramatic Literature	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
PHL ____	General Education Philosophy Elective	3
_____	Free Elective (MUS 243 is strongly recommended for students interested in continuing in the B.A. Theatre program)	3
		16

NOTE: Theatre majors are also required to complete 40 hours per semester of production work in three areas: costume/make-up, technical production, and publicity/front of house.

Bachelor Degree Programs



BACHELOR OF ARTS IN ARTS AND ENTERTAINMENT MANAGEMENT

Arts and Entertainment Management puts you on the cutting edge of culture. Talented arts and entertainment professionals are part of the synergy that creates and presents new art, benefits audiences around the world, brings life to communities, and assures a solid foundation for arts and entertainment organizations to succeed. Students who major in Arts and Entertainment Management have a passion for the arts, a focus on the creative artist and audience, and a strong commitment to helping arts and entertainment organizations fulfill their missions.

Students majoring in Arts and Entertainment Management at Dean College will take courses in three key areas:

Arts and Entertainment Management and Business: with an emphasis on vision, creativity, problem-solving and planning, globalization, and technology, students will understand the modern challenges behind the scenes at contemporary arts and entertainment operations and learn to guide an organization to a more secure future from the facility to finances, event production to marketing, human resources to legal issues.

Concentrations in Multidisciplinary, Performing Arts, or Media Arts: for students interested in: performing arts; media, communications, and film; foundations and other arts service organizations; advocacy and policy-making organizations; historical and preservation associations; literary and publishing operations; music; and visual arts.

Liberal Arts: humanities, social science, natural science, and math courses designed to prepare arts and entertainment managers not only for their career, but also to be full participants in today's complex global society.

Arts and Entertainment Management majors at Dean will also complete one semester-long internship for a hands-on learning experience. Potential internship sites include:

- The Providence Performing Arts Center
- Trinity Repertory Company
- New Repertory Theatre
- Boston Ballet
- The Orpheum Theatre
- WGBH

- WBZ
- Fox 25 News
- Massachusetts Film Office
- Celebrity Series of Boston
- Massachusetts Cultural Council
- Danforth Museum

Professional arts and entertainment managers directly contribute to the continued vitality of modern culture. People with degrees in Arts and Entertainment Management work as business managers, event producers, fund-raisers, promoters, and advocates. They provide arts and entertainment outreach to schools and communities. Basically, they make the Arts happen.

Upon successful completion of the B.A. in Arts and Entertainment Management, students will be able to:

- understand the occupations, roles, responsibilities, professional bodies, business ethics, and legal responsibilities within the nonprofit and for-profit arts and entertainment industry.
- discuss and advocate contemporary issues in the arts and entertainment world based on an articulated personal philosophy about the role of arts and entertainment in society.
- effectively evaluate and understand the functions of planning, organizing, leading, staffing, and controlling within an arts or entertainment organization.
- identify, interpret, and analyze accounting and financial information for nonprofit and for-profit organizations.
- develop strategies to expand or improve operations.
- demonstrate the knowledge and skills needed to develop and implement effective marketing and fund-raising plans.
- write a variety of persuasive and informational business and journalistic documents.
- identify and appreciate the issues and interests involved on all sides in negotiations, contracts, and agreements.

Minors

Students enrolled in any Dean College bachelor degree program may opt to complete a minor, which consists of a total of 18 credits, at least 6 credits of which must be at the 300- or 400-level. Minors are available in the following areas: Arts and Entertainment Management, Business, Communications, Dance, English, History, Justice Studies, Psychology, Sociology, and Theatre.

Life After Dean: What's Next?

After completing their baccalaureate degrees, Dean graduates have a variety of exciting possibilities. Having had multiple hands-on real-world work experiences throughout all four years, including a capstone internship in their senior year, Dean graduates enter the workplace ready to begin their careers. Others choose to go directly on to graduate school after completing their Dean degree. Dean faculty and staff offer mentoring and programs on a range of career preparation topics such as resume writing, interviewing skills, career and job search techniques, researching potential employers and networking, and researching and applying to graduate programs.

D



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
AMGT 101	The Arts and Entertainment World	3
ENG 111	Composition	3
HIS ____	History Sequence A or B*	3
ART, DAN, MUS, or THA ____	General Education Arts Elective**	3
		15

D Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
AMGT 102	Principles of Arts and Entertainment Management	3
HIS ____	History Sequence A or B*	3
SPC 111	Public Speaking	3
_____	Arts Concentration Elective***	3
		15

Year 2 - First Semester		Credits
AMGT 205	Fund-Raising for the Arts	3
ACCT 103	Financial Accounting	3
ART, DAN, MUS, or THA ____	General Education Arts Elective**	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
_____	Arts Concentration Elective***	3
		16

Year 2 - Second Semester		Credits
AMGT 203	Arts and Entertainment Venue Management	3
ECO 112	Principles of Economics – Micro	3
ENG ____	General Education Literature Elective	3
MTH 121	College Algebra (or higher depending on math placement)	3
PHL ____	General Education Philosophy Elective	3
		15

Year 3 - First Semester		Credits
ENG 331	Writing for the Arts and Entertainment World	3
BUS 235	Principles of Marketing	3
ART, DAN, MUS, or THA ____	General Education Arts Elective**	3
_____	Arts Concentration Elective***	3
_____	Free Elective	3
		15

Year 3 - Second Semester		Credits
AMGT 305	Leadership: Applying Principles of Arts and Entertainment Management to Daily Practice	3
BUS 325	Principles of Finance and Budgeting	3
_____	Arts Concentration Elective***	3
_____	Upper Division General Education Elective	3
_____	Free Elective	3
		15

Year 4 - First Semester		Credits
AMGT 317	Cutting the Deal: Negotiations, Agreements, and Contracts	3
AMGT 471	Arts and Entertainment Management Internship I	3
_____	Arts Concentration Elective***	3
_____	Free Elective	3
_____	Free Elective	3
		15

Year 4 - Second Semester		Credits
AMGT 401	The Role of Arts in Society:	
	Arts and Entertainment Management Senior Seminar/Capstone	3
_____	Arts Concentration Elective***	3
_____	Upper Division General Education Elective	3
_____	Free Elective	3
_____	Free Elective	3
		15

* Students must complete two courses from either History Sequence A or History Sequence B.

History Sequence A – U.S. History: HIS 111, HIS 112, HIS 213

History Sequence B – World Civilizations: HIS 151, HIS 152, HIS 253

** General Education Arts Electives must be selected from: ART 101 – Introduction to Visual Art; DAN 201 – Dance History I/World Dance; MUS 103 – Introduction to Music; MUS 243 – American Musical Theatre; or THA 111 – Introduction to Theatre.

*** Students must complete an 18-credit concentration in Multidisciplinary, Performing Arts, or Media Arts. Specific requirements for each of these areas are listed on [page 76](#).

Multidisciplinary Concentration

Students may design an 18-credit multidisciplinary concentration with their advisor, selecting a primary and a secondary area of focus. The primary area of focus will consist of 12 credits selected from ONE of the following course designations: COM, DAN, ENG, HIS, or THA. Of these 12 credits: at least 3 credits must be at the theory/context level, at least 3 credits must be selected from a practice/application course, and at least 3 credits must be at the 300- or 400-level (see list on [page 77](#)). For the secondary focus area, students must select 6 credits from one of the other course areas NOT selected as the primary area of focus: ART, COM, DAN, ENG, HIS, MUS, or THA.

Courses required for the major and courses that count toward the general education requirements do not count toward the concentration. To fulfill this concentration, a total of 18 credits must be completed.

Performing Arts Concentration

Students may design an 18-credit performing arts concentration with their advisor, selecting a primary and a secondary area of focus in the performing arts. The primary area of focus will consist of 12 credits from ONE of the following course designations: DAN or THA. Of these 12 credits, at least 3 credits must be at the theory/context level, at least 3 credits must be selected from a practice/application course, and at least 3 credits must be at the 300- or 400-level (see list on [page 77](#)). For the secondary focus area, students must select 6 credits from one of the other course areas NOT selected as the primary area of focus: ART, COM, DAN, MUS, or THA.

Courses required for the major and courses that count toward the general education requirements do not count toward the concentration. To fulfill this concentration, a total of 18 credits must be completed.

Media Arts Concentration

Students may design an 18-credit media arts concentration with their advisor, selecting a primary and secondary area of focus in the media arts. The primary area of focus will consist of 12 credits from ONE of the following course designations: COM or ENG. Of these 12 credits, at least 3 credits must be at the theory/context level, at least 3 credits must be selected from a practice/application course, and at least 3 credits must be at the 300- or 400-level (see list on [page 77](#)). For the secondary focus area, students must select 6 credits from one of the other course areas NOT selected as the primary area of focus: COM, ENG, or MUS.

Courses required for the major and courses that count toward the general education requirements do not count toward the concentration. To fulfill this concentration, a total of 18 credits must be completed.

Theory/Context Level Courses

ART 101	Introduction to Visual Art
ART 299	Special Topics in Art
COM 111	Broadcasting History and Analysis
COM 121	Introduction to Mass Media
COM 299	Special Topics in Communication
COM 311	Broadcast Sales and Advertising
COM 315	Introduction to Public & Media Relations
COM 335	Broadcast Management
COM 341	Media Theory and Criticism
COM 385	History of Film
DAN 100	Creative Movement for Children
DAN 201	Dance History I – World Dance
DAN 204	Dance Composition I
DAN 299	Special Topics in Dance
DAN 387	Applied Kinesiology
ENG 215	Contemporary Literature
ENG 217	Social Issues in Literature
ENG 231	American Literature to 1860
ENG 232	American Literature from 1860
ENG 260	Introduction to Poetry
ENG 261	Dramatic Literature
ENG 270	Literature by Women Writers
ENG 277	Mythology/Folklore
ENG 285	Introduction to Short Story
ENG 290	Literature of Baseball
ENG 295	Children's Literature
ENG 299	Special Topics in Literature
ENG 301	Shakespeare
ENG 355	Literary Modernism
ENG 356	Humor in American Literature
ENG 363	Literature of the Bible
ENG 365	Cinema: Films from Literature
ENG 375	U.S. Latino Literature
ENG 399	Special Topics in Literature
ENG 401	Classics of World Theatre
HIS 111	United States History to 1877
HIS 112	United States History 1877 to 1945
HIS 151	History of World Civilizations I
HIS 152	History of World Civilizations II
HIS 213	Contemporary United States History
HIS 253	Europe and the World, 1920 to Present
HIS 299	Special Topics in History
HIS 335	Women's Voices: A History of Women in America
HIS 399	Special Topics in History
HIS 345	History of North American Indians
HIS 355	African-American History
HIS 395	History of Blues Culture
MUS 103	Introduction to Music
MUS 243	American Musical Theatre
MUS 299	Special Topics in Music
THA 111	Introduction to Theatre
THA 299	Special Topics in Theatre
THA 310	Drama Theory and Criticism
THA 311	History of Theatre: Origins to 17th Century
THA 312	History of Theatre: 17th Century to Present
THA 399	Special Topics in Theatre
THA 417	Theatre Pedagogy
THA 430	Children's Theatre

Practice/Application Courses

ART 102	Survey of Studio Art
ART 299	Special Topics in Art
COM 112	Communication Practicum
COM 122	Audio Production I
COM 211	Media Writing
COM 222	Video Production I
COM 223	Video Production II
COM 225	Audio Production II
COM 299	Special Topics in Communications
DAN X4X	Tap Dance
DAN X5X	Ballet
DAN X6X	Modern Jazz
DAN X7X	Modern Dance
DAN 182	Rhythmic Analysis
DAN 206	Pedagogy I
DAN 224	Rehearsal and Performance
DAN 299	Special Topics in Dance
DAN 304	Dance Composition II
DAN 305	Dance Composition III
DAN 306	Pedagogy II
DAN 234 & 235	Pointe/Pointe Variations
ENG 131	Introduction to Journalism
ENG 220	Creative Writing: Non-Fiction
ENG 221	Creative Writing: Fiction and Poetry
ENG 299	Special Topics in Literature
HIS 299	Special Topics in History
HIS 399	Special Topics in History
MUS 115, 116	Musical Theatre Ensemble
MUS 121, 122	Applied Music
MUS 181	Fundamentals of Music
THA 115	Voice and Movement
THA 140	Speech and Articulation
THA 131	Technical Production I: Stagecraft
THA 132	Technical Production II: Lighting
THA 150	Stage Combat
THA 224	Rehearsal & Performance
THA 233	Acting I: Improvisation & Text Analysis
THA 234	Acting II: Character Study
THA 299	Special Topics in Theatre
THA 324	Theatrical Staging and Direction
THA 331	Technical Production III: Costume and Make-up for the Stage
THA 333	Acting III: Scene Study
THA 399	Special Topics in Theatre
THA 411	Playwriting
THA 424	Theatrical Staging and Direction II
THA 431	Technical Production IV: Stage Management
THA 434	Acting IV: Acting for the Camera

D

BACHELOR OF SCIENCE IN BUSINESS

The Bachelor of Science in Business builds upon the successful and popular associate degree in Business. Rather than focusing only on a single area like marketing, accounting, finance, management, or technology, students take courses in all of these areas. The result is a flexible graduate who can step into any role with any company, big or small. Or start a new venture and run it completely – soup to nuts. 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 like communication, critical thinking, decision making, and teamwork. Work experience is embedded throughout the program, requiring students to immediately use and apply what they are learning. Beginning with campus-based consulting projects in the first year to off-campus group consulting projects in the second and third years, this real-world work experience culminates in a comprehensive, independent placement in the senior year. The program also includes numerous opportunities to interact with national and international leaders in business and industry. When students leave Dean with these solid fundamentals and experiences, plus on-the-job experience and a command of technology, well, they're in business.

Learning Goals

Upon successful completion of the B.S. in Business, students will be able to:

- identify, analyze, and interpret business and financial concepts, theories, and practices.
- articulate how business organizations implement the functions of planning, organizing, leading, staffing, financing, and controlling the organization.
- identify legal and ethical issues and responsibility found in domestic and global business environments.
- apply fundamental quantitative and statistical tools and methods to analyze practical business and economic problems in order to make effective decisions for organizations.
- understand group and individual dynamics within domestic and international business organizations.

- utilize and understand the impact of information technologies on business organizations and management.
- determine and demonstrate the appropriate written and oral communication skills and principles needed in a variety of business and professional situations.

Students concentrating in Management will also be able to:

- identify legal issues and responsibility found in domestic and global business environments.
- explain the major principles associated with careers in the management field.
- identify and explain the principles and dynamics of human resource management.
- understand the implications of management in a global environment.
- articulate the principles associated with entrepreneurship.
- identify key trends in national and international labor markets.

Students concentrating in Sport Management will also be able to:

- explain, differentiate, and define sport management terminology.
- identify and discuss the impact of sport(s) on the financial, economic, and social environments.
- understand and explain the critical issues of legal liability and risk management as they pertain to sport management.
- explain the major principles associated with careers in the sport management field (management, marketing, financial, legal, and ethical).
- identify and explain the functions of major sport organizations both amateur and professional.
- identify significant events which have shaped the history and development of sport.
- explain the psychological dynamics that influence sport performance and culture.
- identify key trends in national and international labor markets.

Minors

Students enrolled in any Dean College bachelor degree program may opt to complete a minor, which consists of a total of 18 credits, at least 6 credits of which must be at the 300- or 400-level. Minors are available in the following areas: Arts and Entertainment Management, Business, Communications, Dance, English, History, Justice Studies, Psychology, Sociology, and Theatre.

Life After Dean: What's Next?

After completing their baccalaureate degrees, Dean graduates have a variety of exciting possibilities. Having had multiple hands-on real-world work experiences throughout all four years, including a capstone internship in their senior year, Dean graduates enter the workplace ready to begin their careers. Others choose to go directly on to graduate school after completing their Dean degree. Dean faculty and staff offer mentoring and programs on a range of career preparation topics such as resume writing, interviewing skills, career and job search techniques, researching potential employers and networking, and researching and applying to graduate programs.

D



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

B.S. in Business with a concentration in Management

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
BUS 123	Foundations of Business	3
ACCT 103	Financial Accounting	3
_____	Free Elective	3
		15

D

Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
ACCT 200	Managerial Accounting	3
HIS ____	General Education History Elective	3
ART, COM, MUS, or THA _____	General Education Arts Elective	3
_____	Free Elective	3
		15

Year 2 - First Semester		Credits
BUS 230	Principles of Management	3
ECO 112	Principles of Economics – Micro	3
MTH 238	Quantitative Analysis I	3
PHL 120	Business Ethics	3
SPC 111	Public Speaking	3
		15

Year 2 - Second Semester		Credits
BUS 235	Principles of Marketing	3
ECO 111	Principles of Economics – Macro	3
MTH 239	Quantitative Analysis II	3
ENG ____	General Education Literature Elective	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
		16

Year 3 - First Semester		Credits
BUS 331	Legal Environment of Business	3
BUS 341	Statistical Analysis and Decision Making	3
CIS 355	Managing Technology Systems in Business	3
ENG 332	Strategic Writing for Managers	3
_____	Free Elective	3
		15
Year 3 - Second Semester		Credits
BUS 325	Principles of Finance and Budgeting	3
BUS 342	Human Resources Management	3
BUS 343	Managing in a Global Environment	3
COM 327	Communication in Complex Organizations	3
_____	Upper Division General Education Elective	3
		15
Year 4 - First Semester		Credits
BUS 321	Entrepreneurship	3
BUS 337	Organizational Behavior	3
BUS 344	Operations Management	3
_____	Upper Division General Education Elective	3
_____	Free Elective	3
		15
Year 4 - Second Semester		Credits
BUS 400	Business Internship	3
BUS 405	Leading the Organization	3
BUS 415	Business Policy and Strategic Management	3
_____	Free Elective	3
_____	Free Elective	3
		15

Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

B.S. in Business with a concentration in Sport Management

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
SFL 174	History and Philosophy of Sport and Physical Activity	3
ACCT 103	Financial Accounting	3
	Free Elective	3
		15

D

Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
ACCT 200	Managerial Accounting	3
SFL 172	Introduction to Sport Management	3
BUS 123	Foundations of Business	3
	Free Elective	3
		15

Year 2 - First Semester		Credits
ECO 112	Principles of Economics – Micro	3
MTH 238	Quantitative Analysis I	3
PHL 120	Business Ethics	3
SPC 111	Public Speaking	3
ART, COM, MUS, or THA ____	General Education Arts Elective	3
		15

Year 2 - Second Semester		Credits
ECO 111	Principles of Economics – Macro	3
MTH 239	Quantitative Analysis II	3
ENG ____	General Education Literature Elective	3
HIS ____	General Education History Elective	3
BIO, CHM, or PSC ____	General Education Lab Science Elective	4
		16

Year 3 - First Semester		Credits
BUS 341	Statistical Analysis and Decision Making	3
ENG 332	Strategic Writing for Business	3
BUS 235	Principles of Marketing	3
SFL 305	Organization and Administration of Sport	3
PSY 111	General Psychology	3
		15
Year 3 - Second Semester		Credits
BUS 230	Principles of Management	3
BUS 325	Principles of Finance and Budgeting	3
AMGT 203	Arts and Entertainment Venue Management	3
COM 327	Communication in Complex Organizations	3
	Free Elective	3
		15
Year 4 - First Semester		Credits
BUS 344	Operations Management	3
SFL 405	Sport Law	3
PSY 335	Psychology of Sport	3
	Upper Division General Education Elective	3
	Free Elective	3
		15
Year 4 - Second Semester		Credits
BUS 400	Business Internship	3
BUS 405	Leading the Organization	3
BUS 415	Business Policy and Strategic Management	3
	Free Elective	3
	Free Elective	3
		15

BACHELOR OF ARTS IN DANCE

The Dance majors are housed within the Dean College School of Dance and the Arts. The philosophy of the School is built on a long-standing tradition of teaching dance in its pure form. The mission of the Bachelor of Arts in Dance is to connect these aesthetic and cultural forms of dance to the overall interdisciplinary studies of sciences, humanities, social science, business, natural sciences, and dance studies.

Upon successful completion of the B.A. in Dance, students will be able to:

- understand and identify the content and terminology of ballet, modern dance, modern jazz, and tap dance techniques.
- improve in ability to demonstrate knowledge and performance of all techniques with the knowledge of pedagogy of ballet as the basic core of dance.
- discuss and formulate viewpoints of the history of dance from primal cultures to the present.
- choreograph dance forms with an understanding of spatial relationships, design, and thematic structure as they apply to solo, duet, and group formations.
- recognize the value of dance as a means of communication as demonstrated through choreographic content.
- understand basic anatomy as it pertains to dance.
- demonstrate knowledge of teaching dance movement.

In addition to their coursework, students also have the opportunity to audition for and be a part of many exciting on-campus productions, including the highly recognized Dean Dance Company. Students have an added option that is available to only a few select colleges: a nationally credited independent study at the world-renowned Alvin Ailey Dance Center in New York City.

The B.A. curriculum focuses on intense dance technical studies within a broader context of advanced dance academic studies and advanced liberal arts studies. The B.A. in Dance degree leads to preparation for careers in performing, teaching, dance history, choreography, directing, dance medicine, dance journalism, and arts and entertainment management.

NOTE: All 300- and 400-level academic dance courses must be preceded by a minimum of four 100- and 200-level academic courses. A performance class is required for all sophomore dance majors. Dance juries are required for sophomore dance majors. Comprehensive orals and a senior performance are required for senior dance majors.

NOTE: All students applying for the Dance B.A. curriculum must submit additional application materials. Please see page 149 for more information. After acceptance, students must attend an audition for placement.

Minors

Students enrolled in any Dean College bachelor degree program may opt to complete a minor, which consists of a total of 18 credits, at least 6 credits of which must be at the 300- or 400-level. Minors are available in the following areas: Arts and Entertainment Management, Business, Communications, Dance, English, History, Justice Studies, Psychology, Sociology, and Theatre.

Electives During Junior and Senior Years

Dance Electives:

Character Study; Laban Movement Analysis; Film Survey in Dance; Dance Composition II; Dance Composition III; Pedagogy II; Dance History II.

Recommended General Education and Other Electives:

Financial Accounting; Managerial Accounting; Nature and Evolution; Microcomputer Applications; Principles of Economics – Macro; Principles of Economics – Micro; Creative Writing: Non-Fiction; Creative Writing: Fiction and Poetry; Dramatic Literature; Children's Literature; Shakespeare; US History I; US History II; History of World Civilizations I; History of World Civilizations II; Europe and the World; Women's Voices: A History of Women in America; College Algebra; Precalculus I; Precalculus II; Calculus I; Applied Music; Introduction to Philosophy; Ethics; Brain and Behavior; Introduction to Sociology; Sociology of the Family; Social Problems; Organizational Behavior; Introduction to Theatre; Theatrical Staging/Directing.

Life After Dean: What's Next?

After completing their baccalaureate degrees, Dean graduates have a variety of exciting possibilities. Having had multiple hands-on real-world work experiences throughout all four years, including a capstone internship in their senior year, Dean graduates enter the workplace ready to begin their careers. Others choose to go directly on to graduate school after completing their Dean degree. Dean faculty and staff offer mentoring and programs on a range of career preparation topics such as resume writing, interviewing skills, career and job search techniques, researching potential employers and networking, and researching and applying to graduate programs.

D



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
DAN X4X	Tap Dance	1
DAN X5X	Ballet	1-2
DAN X6X	Modern Jazz	1
DAN X7X	Modern Dance	1
DAN 182	Rhythmic Analysis	3
DAN 234	Pointe (required for advanced students only)	0.5
	Free Elective****	3
		16-17.5

Year 1 - Second Semester

		Credits
ENG 112	Composition and Literature	3
PSY 111	General Psychology	3
SPC 111	Public Speaking	3
DAN 100	Creative Movement for Children	3
DAN X4X	Tap Dance	1
DAN X5X	Ballet	1-2
DAN X6X	Modern Jazz	1
DAN X7X	Modern Dance	1
DAN 235	Pointe Variations (required for advanced students only)	0.5
		16-17.5

Year 2 - First Semester

		Credits
DAN 201	Dance History I	3
DAN X5X	Ballet	1-2
DAN X7X	Modern Dance	1
BIO 175	Anatomy for Dancers	4
MUS ____	Music Literature Elective*	3
DAN 234	Pointe (required for advanced students only)	0.5
	Free Elective****	3
		15-16.5

Year 2 - Second Semester

		Credits
DAN 204	Dance Composition I	3
DAN X5X	Ballet	1-2
DAN X7X	Modern Dance	1
DAN 235	Pointe Variations (for advanced students only)	0.5
DAN 224	Rehearsal and Performance	1
MTH 125	Math for Liberal Arts	3
DAN 206	Pedagogy I	3
	Free Elective****	3
		15-16.5

Year 3 - First Semester		Credits
DAN X5X	Ballet	1-2
DAN X7X	Modern Dance	1
DAN X4X or DAN X6X	Tap or Modern Jazz	1
DAN 3XX or DAN 4XX	Dance Elective***	3
_____	General Education Elective**	3
_____	General Education Elective**	3
_____	Free Elective****	3
DAN 234	Pointe (required for advanced students only)	0.5
		15-16.5

Year 3 - Second Semester		Credits
DAN X5X	Ballet	1-2
DAN X7X	Modern Dance	1
DAN X4X or DAN X6X	Tap or Modern Jazz	1
DAN 3XX or DAN 4XX	Dance Elective***	3
BIO 387	Applied Kinesiology	3
_____	General Education Elective**	3
_____	Free Elective****	3
DAN 235	Pointe Variations (required for advanced students only)	0.5
		15-16.5

Year 4 - First Semester		Credits
DAN X5X	Ballet	1-2
DAN X7X	Modern Dance	1
DAN X4X or DAN X6X	Tap or Modern Jazz	1
DAN 3XX or DAN 4XX	Dance Elective***	3
_____	General Education Elective**	3
_____	General Education Elective**	3
DAN 401	Senior Seminar	3
DAN 234	Pointe (required for advanced students only)	0.5
		15-16.5

Year 4 - Second Semester		Credits
DAN X5X	Ballet	1-2
DAN X7X	Modern Dance	1
DAN X4X or DAN X6X	Tap or Modern Jazz	1
DAN 400 or DAN 4XX	Dance Internship or Dance Elective***	3
_____	General Education Elective**	3
_____	General Education Elective**	3
_____	Free Elective****	3
DAN 235	Pointe Variations (required for advanced students only)	0.5
		15-16.5

* Music Literature Electives: MUS 103 - Introduction to Music; MUS 243 - American Musical Theatre.

** At least 9 credits of General Education Electives must be at the 300- or 400-level.

*** At least 12 credits of Dance Electives at the 300- or 400-level must be completed.

**** Students interested in completing a minor must use their free electives to complete that minor, and plan their coursework carefully with their advisor.

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 degrees in fields such as English, history, liberal studies, psychology, and sociology 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, to solve problems, to synthesize information, and to make decisions. We believe this exceptional foundation and training of an "informed, ever-adaptable" mind is a resource that will serve students throughout their careers.

In this degree program, students will complete a major concentration in English, History, Psychology, or Sociology. Students will also have the option of completing a minor in another field of study. Plus, students are encouraged to receive practical training through an extensive internship. On every level, even within individual courses, the curriculum is interdisciplinary — drawing on multiple sources of information and perspectives for a nuanced understanding of the complexities of the world. Higher education is about building the mind. A job interview is about finding the sharpest, most adaptable mind. Dean's Bachelor of Arts in Liberal Arts and Studies is about preparing you for success on both counts. So, what can you do with a Liberal Arts and Studies degree from Dean? Anything, because you are prepared for a world that is constantly changing.

Learning Goals

Upon successful completion of the B.A. in Liberal Arts and Studies, students will be able to:

- understand the major findings and ideas in their major concentration.
- demonstrate understanding of methods, skills, tools, and systems used in their major concentration.
- recognize and demonstrate an understanding of the integrated issues and themes involving the broader connections between the various disciplines and their sources to further problem solving on a local or global level.

- be able to follow theoretical frameworks of several disciplines to bring abstractions and ideas to a logical end through diverse perspectives.
- understand and articulate the importance and influence of diversity within and among cultures and societies.
- communicate effectively, through written and oral communication and through other forms as appropriate.

Minors

Students enrolled in any Dean College bachelor degree program may opt to complete a minor, which consists of a total of 18 credits, at least 6 credits of which must be at the 300- or 400-level. Minors are available in the following areas: Arts and Entertainment Management, Business, Communications, Dance, English, History, Justice Studies, Psychology, Sociology, and Theatre.

Life After Dean: What's Next?

After completing their baccalaureate degrees, Dean graduates have a variety of exciting possibilities. Having had multiple hands-on real-world work experiences throughout all four years, including a capstone internship in their senior year, Dean graduates enter the workplace ready to begin their careers. Others choose to go directly on to graduate school after completing their Dean degree. Dean faculty and staff offer mentoring and programs on a range of career preparation topics such as resume writing, interviewing skills, career and job search techniques, researching potential employers and networking, and researching and applying to graduate programs.



D



Course Sequence

See page 137 for the list of courses that fulfill general education requirements

Year 1 - First Semester		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
LAS 111	Introduction to the Humanities and Social Sciences	3
HIS 151	World Civilizations I	3
PSY 111	General Psychology	3
		15
Year 1 - Second Semester		Credits
ENG 112	Composition and Literature	3
HIS 152	World Civilizations II	3
MTH 130	Introductory Statistics	3
CIS 150	Information Technology	3
SOC 113	Introduction to Sociology	3
		15
Year 2 - First Semester		Credits
ENG 217	Social Issues in Literature	3
PHL 101	Introduction to Philosophy	3
BIO, CHM, or PSC	General Education Lab Science Elective	4
_____	200-level LAS Elective*	3
_____	200-level LAS Elective*	3
		16
Year 2 - Second Semester		Credits
SPC 111	Public Speaking	3
PHL 215	Comparative Religions	3
ART, COM, MUS, or THA	General Education Art Elective	3
_____	200-level LAS Elective*	3
_____	200-level LAS Elective*	3
		15

*Students will take the following LAS electives according to their major concentration area:

English Concentration

In addition to the following English electives taken to satisfy general education requirements (ENG 111, ENG 112, ENG 217, 300-level literature elective, and ENG 320), students must take:

- 6 credits, 200-level English electives
- 6 credits, 200-level History electives
- 12 credits upper division English electives
- LAS 451 – Integrative Seminar in the Humanities

History Concentration

In addition to the following History electives taken to satisfy general education requirements (HIS 151 and HIS 152), students must also take:

- 6 credits, 200-level English electives
- 6 credits, 200-level History electives
- 12 credits upper division History electives
- LAS 451 – Integrative Seminar in the Humanities

Year 3 - First Semester		Credits
COM 325	Applied Communication Theory Across Contexts	3
ENG 320	Advanced Essay Writing/Composition	3
MTH ____	General Education Math Elective	3
_____	Upper Division LAS Elective*	3
_____	Free Elective**	3
		15
Year 3 - Second Semester		Credits
LAS 341	Applied Research Methods and Designs Across Contexts	3
_____	300-level General Education Arts Elective	3
_____	Upper Division LAS Elective*	3
_____	Free Elective**	3
_____	Free Elective**	3
		15
Year 4 - First Semester		Credits
LAS 415	Critical Theory	3
LAS 451 or LAS 452	Integrative Seminar in the Humanities* or Integrative Seminar in the Social Sciences*	3
_____	Upper Division LAS Elective*	3
BIO, CHM, or PSC	General Education Science Elective	3
_____	Free Elective***	3
		15
Year 4 - Second Semester		Credits
LAS 495	Senior Seminar/Capstone	3
_____	300-level General Education Literature Elective	3
_____	Upper Division LAS Elective*	3
_____	Free Elective**	3
_____	Free Elective**	3
		15

Psychology Concentration

In addition to PSY 111, completed to fulfill general education requirements, students must also take:

6 credits, 200-level Psychology electives

6 credits, 200-level Sociology electives

12 credits upper division Psychology electives

LAS 452 – Integrative Seminar in the Social Sciences

Sociology Concentration

In addition to SOC 113, completed to fulfill general education requirements, students must also take:

6 credits, 200-level Psychology electives

6 credits, 200-level Sociology electives

12 credits upper division Sociology electives

LAS 452 – Integrative Seminar in the Social Sciences

***At least 9 credits of free electives must be at the upper division level.*

****Students are strongly advised to complete LAS 400 – Liberal Arts and Studies Internship*

BACHELOR OF ARTS IN THEATRE

Get ready for the spotlight, because the master instructors who have made Dean a regional power in the study of performance arts have created a four-year program that is truly a showstopper. Dean has an outstanding reputation in the arts, offering associate degrees in Theatre and Musical Theatre, and baccalaureate degrees in Dance as well as in Arts and Entertainment Management. Building on that success, Dean College is proud to raise the curtain on the Bachelor of Arts in Theatre. This unique program is focused on tailoring your stage and screen education toward your career goals. Do you intend to perform? Work behind the scenes? Teach? Manage a theatre company? Our award-winning faculty of working professionals believes their mission is to harness students' passion and provide the practical skills necessary for their future. Performance and theory are taught simultaneously, including instructional techniques, entrepreneurial skills, and hands-on stagecraft experience every semester. Coursework focuses on the key areas of acting, directing, script writing, theatre management, technical production, and teaching. The result is an education that promotes the synergy between the craft and business of one's art to build a sustainable career.

Learning Goals

Upon successful completion of the B.A. in Theatre, students will be able to:

- think conceptually and critically about text, performance, and production in order to develop and defend informed judgments about theatre.
- explain playwriting and production/performance processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.
- discuss a wide selection of performance industry repertoire, including the principal eras, genres, as well as cultural and commercial sources.

- understand procedures and approaches for realizing a variety of theatrical styles.
- exhibit, through craft and technique, intermediate to advanced competencies in concept and performance in theatre.
- demonstrate a knowledge of teaching theatre.
- demonstrate through reflective, analytical, and conceptual writing an understanding of the discipline of theatre.

Minors

Students enrolled in any Dean College bachelor degree program may opt to complete a minor, which consists of a total of 18 credits, at least 6 credits of which must be at the 300- or 400-level. Minors are available in the following areas: Arts and Entertainment Management, Business, Communications, Dance, English, History, Justice Studies, Psychology, Sociology, and Theatre.

Life After Dean: What's Next?

After completing their baccalaureate degrees, Dean graduates have a variety of exciting possibilities. Having had multiple hands-on real-world work experiences throughout all four years, including a capstone internship in their senior year, Dean graduates enter the workplace ready to begin their careers. Others choose to go directly on to graduate school after completing their Dean degree. Dean faculty and staff offer mentoring and programs on a range of career preparation topics such as resume writing, interviewing skills, career and job search techniques, researching potential employers and networking, and researching and applying to graduate programs.



Course Sequence

See [page 137](#) for the list of courses that fulfill general education requirements

Year 1 - First Semester

		Credits
DEAN 100	Dean Foundations	3
ENG 111	Composition	3
THA 115	Voice and Movement	3
THA 131	Technical Production I: Stagecraft	3
HIS 151	World Civilizations I	3
		15

Year 1 - Second Semester

		Credits
D THA 111	Introduction to Theatre	3
THA 140	Speech and Articulation	3
THA 132	Technical Production II: Lighting	3
ENG 112	Composition and Literature	3
HIS 152	World Civilizations II	3
		15

Year 2 - First Semester

		Credits
THA 233	Acting I: Improvisation and Text Analysis	3
PSY 111	General Psychology	3
PHL ____	General Education Philosophy Elective	3
MTH 125	Math for Liberal Arts	3
SPC 111	Public Speaking	3
		15

Year 2 - Second Semester

		Credits
THA 234	Acting II: Character Study	3
MUS 243	American Musical Theatre	3
ENG 261	Dramatic Literature	3
BIO, CHM, or PSC	General Education Lab Science Elective	4
_____	Free Elective*	3
		16

Year 3 - First Semester		Credits
THA 311	History of Theatre I: Origins to 17th Century	3
THA 331	Technical Production III: Costume Design and Make-Up for the Stage	3
ENG 301	Shakespeare	3
_____	Free Elective*	3
_____	Free Elective*	3
		15
Year 3 - Second Semester		Credits
THA 312	History of Theatre II: 17th Century to Present	3
THA 333	Acting III: Scene Study	3
THA 431	Technical Production IV: Stage Management	3
THA 310	Drama Theory and Criticism	3
_____	Free Elective*	3
		15
Year 4 - First Semester		Credits
THA 324	Staging and Direction I	3
THA 415	Theatre Pedagogy	3
THA 425	Auditioning/Interviewing Skills and Preparation	3
ENG 331	Writing for the Arts and Entertainment World	3
ENG 401	Classics of World Theatre	3
		15
Year 4 - Second Semester		Credits
THA 401	Senior Capstone/Project	3
THA 424	Staging and Direction II	3
THA 434	Acting IV: Acting for the Camera	3
_____	Free Elective*	3
_____	Free Elective*	3
		15

NOTE: Theatre majors are also required to complete 40 hours per semester of production work in three areas: costume/make-up, technical production, and publicity/front of house.

**Free electives recommended for students interested in musical theatre:*

DAN X4X: Tap

DAN X5X: Ballet

DAN X6X: Modern Jazz

MUS 103: Introduction to Music

MUS 181: Fundamentals of Music

MUS 115/116: Music Theatre Ensemble

MUS 121/122: Applied Music

**Additional free electives include:*

ART 101: Introduction to Visual Arts

THA 150: Stage Combat

THA 224: Rehearsal/Performance

THA 411: Playwriting

THA 412: Theatre Practicum

THA 430: Children's Theatre

MINORS

Students enrolled in any Dean College bachelor degree program may opt to complete a minor. A minor consists of a total of 18 credits, at least 6 credits of which must be at the 300- or 400-level. Minors are not available to students in the associate degree programs. Specific requirements for each available minor are listed below.

ARTS AND ENTERTAINMENT MANAGEMENT:

- AMGT 101 (3 credits): The Arts and Entertainment World
- AMGT 102 (3 credits): Principles of Arts and Entertainment Management
- AMGT 305 (3 credits): Leadership: Applying Principles of Arts and Entertainment Management to Daily Practice
- 3 additional courses (9 credits) from the following list, at least 1 of which (3 credits) must be at the 300- or 400-level:
 - ACCT 103 (3 credits): Financial Accounting
 - AMGT 203 (3 credits): Arts and Entertainment Venue Management
 - AMGT 205 (3 credits): Fund-Raising for the Arts
 - AMGT 317 (3 credits): Cutting the Deal: Negotiations, Agreements and Contracts
 - BUS 235 (3 credits): Principles of Marketing
 - BUS 325 (3 credits): Principles of Finance and Budgeting
 - ENG 331 (3 credits): Writing for the Arts and Entertainment World
 - THA 431 (3 credits): Technical Production IV: Stage Management

BUSINESS:

- BUS 123 (3 credits): Foundations of Business
- BUS 230 (3 credits): Principles of Management
- CIS 150 (3 credits): Information Technology
- 3 additional courses (9 additional credits) in Business, at least 2 of which (6 credits) must be at the 300- or 400-level.

COMMUNICATIONS:

- COM 111 (3 credits): Broadcasting History and Analysis
- COM 121 (3 credits): Introduction to Mass Media
- COM 112 (a total of 3 credits): Communication Practica
- 3 additional courses (9 credits) from the following list, at least 2 of which (6 credits) must be at the 300- or 400-level:
 - COM 122 (3 credits): Audio Production I
 - COM 222 (3 credits): Video Production I
 - COM 223 (3 credits): Video Production II
 - COM 225 (3 credits): Audio Production II
 - COM 311 (3 credits): Broadcast Sales and Advertising
 - COM 385 (3 credits): History of Film
 - AMGT 205 (3 credits): Fund-Raising for the Arts
 - ENG 331 (3 credits): Writing for the Arts and Entertainment World

DANCE:

- A minimum of 3 technique classes (3 credits)
- 5 additional courses in Dance (15 credits), two of which (6 credits) must be at 300- or 400-level.

Please note that a student cannot take more than 6 technique classes within the 18 allotted credits, and must complete a placement audition prior to enrollment in technique classes. Space must also be available in these classes, as dance majors have priority registration.

ENGLISH:

- 6 courses in English (18 credits), at least two of which (6 credits) must be at the 300- or 400-level.

The selection of courses can focus on creative writing, literature, or a combination of both. ENG 111 (Composition) and ENG 112 (Composition and Literature) cannot count toward this minor.

HISTORY:

- 6 courses (18 credits) in history, at least two of which (6 credits) must be at the 300- or 400-level.

JUSTICE STUDIES:

- CRM 110 (3 credits): Introduction to Criminal Justice
- 3 additional courses (9 credits) in Criminal Justice
- 2 additional courses (6 credits) in Sociology at the 300- or 400-level

PSYCHOLOGY:

- PSY 111 (3 credits): General Psychology
- 5 additional Psychology courses (15 credits), two of which (6 credits) must be at the 300- or 400-level.

SOCIOLOGY:

- SOC 113 (3 credits): Introduction to Sociology
- 5 additional Sociology courses (15 credits), two of which (6 credits) must be at the 300- or 400-level.

THEATRE:

- THA 111 (3 credits): Introduction to Theatre
- THA 131 (3 credits): Technical Production I: Stagecraft
- THA 233 (3 credits): Acting I: Improvisation and Text Analysis
- 3 additional courses (9 credits) from the following list of which at least two (6 credits) must be at the 300- or 400-level:
 - THA 132 (3 credits): Technical Production II: Lighting
 - THA 234 (3 credits): Acting II: Character Study
 - THA 310 (3 credits): Drama Theory and Criticism
 - THA 311 (3 credits): History of Theatre: Origins to 17th Century
 - THA 312 (3 credits): History of Theatre: 17th Century to Present
 - THA 324 (3 credits): Theatrical Staging and Direction I
 - THA 331 (3 credits): Technical Production III: Costume and Make-up for the Stage
 - THA 333 (3 credits): Acting III: Scene Study
 - THA 415 (3 credits): Theatre Pedagogy
 - THA 434 (3 credits): Theatrical Staging and Direction II
 - DAN 383 (3 credits): Character Study
 - ENG 301 (3 credits): Shakespeare
 - ENG 331 (3 credits): Writing for the Arts and Entertainment World
 - MUS 243 (3 credits): American Musical Theatre

Course Descriptions



COURSE DESCRIPTIONS

Following is a list and description for each of 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 (course that must be taken simultaneously) or a prerequisite, that requirement will be listed in the course description. Lab fees are also indicated in the description should such a fee apply.

E The number to the right indicates credits earned.

*** Denotes General Education Courses.**
The complete general education list is provided on page 137.

Accounting

ACCT 103 Financial Accounting 3

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. *Offered every semester.*

ACCT 200 Managerial Accounting 3

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

Arts and Entertainment Management

AMGT 101 The Arts and Entertainment World 3

An examination of the hot-button issues, pressures, and politics of the contemporary arts and entertainment world. This includes: an overview of where the arts and entertainment meet or separate; how arts and entertainment organizations function locally, nationally, and globally; what an arts/entertainment organization will look like in the future and what managers can do now to be on that cutting edge; and how (or whether) arts/entertainment managers can shape their communities and even the world. *Offered every fall semester.*

AMGT 102 Principles of Arts and Entertainment Management 3

This course provides a comprehensive introduction to the key concepts and components of management in the arts. Throughout the course, you will be exposed to the fundamentals of arts management and best-practice strategies to manage yourself, manage others, manage programs, and manage projects. The foundation of knowledge gained by completing this course will lay the pathway to all other coursework required in the degree program and serve as an instigator for the formulation of your personal and professional management voice. At the conclusion, you will have created and presented an *Arts Learning Portfolio* (a collection of initial experiences as an arts manager that will serve students throughout their degree progression). Prerequisite: AMGT 101. *Offered every spring semester.*

AMGT 203 Arts and Entertainment Venue Management 3

This course focuses on the skills, procedures, and systems necessary to plan, develop, operate, and maintain an arts or entertainment facility. Students will explore the management issues that arise in the daily operations of a facility as well as the ongoing consequences of leasing and making the leap into ownership. This course also introduces students to the technical demands of facility management and the manager's role in maintaining the facility for maximum safety, comfort, and profitability. AMGT 102 or permission of the Dean of the School of Dance and the Arts. *Offered every spring semester.*

AMGT 205 Fund-Raising for the Arts 3

This course includes the study of psychological and practical issues of fund-raising, including setting funding targets, utilizing market research agencies and materials, and generating earned income. The development and characteristics of the not-for-profit corporation with emphasis on basic tax and legal considerations such as auditing and accountability requirements, contracts and copyright, and relevant government regulations are also covered. Prerequisites: AMGT 102 or permission of the Dean of the School of Dance and the Arts. *Offered every fall semester.*

AMGT 305 Leadership: Applying Principles of Arts and Entertainment Management to Daily Practice 3

This course presents the core concepts previously introduced in AMGT 102 in a more comprehensive, strategic, and practical (hands-on) approach. As students have progressed and matured in their personal and professional skills, the concepts are offered in a challenging and strategic basis, thus allowing students to explore the concepts in real, ongoing industry settings and to aid in their formulation of personal/professional management strategies and the skills to apply them. Prerequisite: AMGT 102 or permission of the Dean of the School of Dance and the Arts. *Offered every spring semester.*

AMGT 313 Grant Planning and Writing for the Arts 3

This course focuses on developing the skills necessary for successful grant applications for not-for-profit organizations. Relevant funding sources, awareness of available research materials, ability to construct coherent proposals, and defining fund-raising strategy for an arts organization will be covered. Recommended for students interested in the not-for-profit sector. Prerequisites: AMGT 102 and ENG 331 or permission of the Dean of the School of Dance and the Arts. *Offered on an as-needed basis.*

AMGT 317 Cutting the Deal: Negotiations, Agreements and Contracts 3

After an overview of the types and principles of agreements and contracts common in the arts and entertainment industries, students will learn and practice the skills necessary to engage in results-oriented, principled negotiations. This course will also cover such issues as engaging in difficult conversations and positively influencing others. Emphasis is on the types of agreements and contracts prevalent in the arts and entertainment industry, their implementation, and management. Prerequisite: AMGT 102 and AMGT 305. *Offered every fall semester.*

AMGT 401 The Role of Arts in Society: Arts and Entertainment Management Senior Seminar 3

This senior capstone course examines problems and issues that face arts administrators, with a particular focus on the role of the arts and arts organizations in society and the impact of government cultural policy on the operations of arts organizations. Students will complete a variety of individual and group projects related to the management of an arts organization in this complex context, culminating in a substantive final project (e.g., a business plan) to synthesize learning of arts management concepts and applications. Prerequisites: AMGT 102, AMGT 205, AMGT 317, and ENG 331. *Offered every spring semester.*

AMGT 471 Arts and Entertainment Management Internship 3

This course offers the opportunity to gain experience in the administration of not-for-profit or for-profit commercial arts organizations. The internship is taken after most of the major requirements have been met and not before the second semester of the junior year. The internship will be arranged with the assistance of the Arts Management Program Director; on- and off-campus opportunities are available. An agreement is drawn up and approved by the student, the proposed sponsor/site supervisor, the faculty internship instructor, and/or the Arts Management Director. Internships require a minimum of 165 hours of on-the-job work, and attendance at a weekly on-campus internship seminar. Prerequisites: AMGT 102, AMGT 205, AMGT 317, BUS 235, ENG 331, and a 2.5 GPA in major. *Offered every fall semester.*

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American Sign Language

ASL 101 American Sign Language I 3

This course introduces American Sign Language (ASL) a method of visual/gestural communication used by deaf people in the United States and Canada. Students learn visual readiness skills to recognize and express spatial relationships and to use appropriate non-manual signs, such as facial expressions and body movements. Course topics include communicative functions, vocabulary, grammar, and cultural aspects of the deaf community. The course also covers functional communication to assist students in understanding the needs and history of the Deaf as well as their community. Students learn the difference between American Sign Language and oral communication for the deaf and Sign English. *Offered every semester.*

Art

ART 101* Introduction to Visual Art 3

An introduction to ways of seeing and discussing art from around the world, including examples of painting, sculpture, prints, photography, architecture, and other historical and contemporary media. Designed to develop an understanding of the form and expression of works of art. Field Trips: \$30. *Offered every semester. Fulfills general education arts elective requirement.*

ART 102 Survey of Studio Art 3

This course will present students with a general hands-on overview of a variety of media used in creating art. Basic introductions to drawing, painting, printmaking, photography, and sculpture will provide students with the opportunity to enhance their personal artistic and sculptural development. This hands-on class will encourage students to explore and experience the world of creating visual arts. Course fee: \$50. *Offered on an as-needed basis.*

ART 299 Special Topics in Art 3

This course addresses a special topic in art, using current theories in the visual arts to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

Biology

BIO 151* General Biology – The Cell 4

An introduction to molecular biology, cell structure and function, cellular respiration, photosynthesis, and genetics. The course begins with an introduction to the basic chemical principles necessary to understand their applications to the biological topics covered. Emphasis is given particularly to topics related to current health, nutrition, genetics, and biotechnology. Meets for three lecture hours and two laboratory hours per week. Must be concurrently enrolled in lab. Lab Fee: \$75. *Offered every semester. Fulfills general education lab science elective requirement.*

BIO 152* General Biology – Organisms 4

Covers such topics as theories of the origin of life and evolution, reproduction, behavior, natural history, food-borne and infectious disease organisms, ecology, and classification of organisms. Students will participate in a major dissection as part of the required laboratory sessions. Meets for three lecture hours and two laboratory hours per week. Must be concurrently enrolled in lab. Lab Fee: \$75. *Offered every semester. Fulfills general education lab science elective requirement.*

BIO 155* Human Biology and Reproduction 4

Introduces students to an overview of anatomy and physiology of the human body, including organization and regulation of body systems, maintenance of the human body, reproduction, and basic human genetics. Emphasis will be on the human reproductive process, including conception, fetal development, and birth. Other topics include the role of hormones, birth defects, sexually transmitted diseases, and birth control. Meets for three lecture hours and two laboratory hours per week. Dissections will be part of the required laboratory exercises. Must be concurrently enrolled in lab. Lab Fee: \$75. *Offered every spring semester. Fulfills general education lab science elective 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. Laboratory exercises include anatomical dissection. Meets for three lecture hours and two laboratory hours per week. Must be concurrently enrolled in lab. Lab Fee: \$75. *Offered every semester. Fulfills general education lab science elective requirement.*

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 three lecture hours and two laboratory hours per week. Must be concurrently enrolled in lab. Lab Fee: \$90 . Prerequisite: C- or better in BIO 171 or permission of the Department Chair. Lab Fee: \$90. <i>Offered every spring semester. Fulfills general education lab science elective requirement.</i>
BIO 175* Anatomy for Dancers	4	A study of the structure and function of the human body with emphasis on the musculoskeletal, neuromuscular, cardiovascular, respiratory, and digestive systems. Discussions will emphasize the correlations between the optimal functioning of these systems and dance performance. This course is recommended for Dance majors only and does not satisfy the anatomy requirement for Sport/Fitness or Health Sciences majors. Laboratory exercises include some anatomical dissection. Meets for three lecture hours and two laboratory hours per week. Lab Fee: \$90. <i>Offered every fall semester. Fulfills general education lab science elective requirement.</i>
BIO 183* Ecology	4	Introduces basic ecological principles, including the interrelationships of living organisms with their living and nonliving environment. Ecological issues in the areas of human population, human health, and maintenance of global diversity are examined. Meets for three lecture hours and two laboratory hours per week. Must be concurrently enrolled in lab. Lab Fee: \$75. <i>Offered in the spring semester in odd-numbered years. Fulfills general education lab science elective requirement.</i>
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 three lecture hours and two laboratory hours per week. Prerequisites: BIO 171 or BIO 151 or permission of Department Chair. Lab Fee: \$75. <i>Offered every fall semester. Fulfills general education lab science elective requirement.</i>
BIO 291 Math/Science Research Practicum I	1	This capstone project is designed to offer second-year students in the Math/Science major a guided research experience. Students will work closely with a faculty mentor in selecting an appropriate topic and will then attend a series of scheduled workshop presentations by faculty members. These workshops will address topics pertinent to scientific and quantitative research, as well as general areas of documentation and data interpretation. First-year students in the Math/Science major are welcome to attend all workshops and are also encouraged to attend the final projects presentations. Prerequisites: BIO 151, BIO 152, MTH 152, or permission of Department Chair. <i>Offered every fall semester.</i>
BIO 292 Math/Science Research Practicum II	1	This course is the continuation of BIO 291. It is designed to allow completion of the research project that was begun in the first semester. Upon completion, students will be expected to present their research to the Math/Science faculty in their fourth semester. First-year students in the Math/Science major are welcome to attend all workshops and will also be encouraged to attend these final projects presented by the graduating students. Prerequisites: BIO 291, MTH 241, CHM 152, or permission of Department Chair. <i>Offered every spring semester.</i>
BIO 299 Special Topics in Biology	3	This course addresses a special topic in biology, using current science theories to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. <i>Offered on an as-needed basis.</i>

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BIO 320 Nature and Evolution 3

This course will introduce the principles underlying the theory that revolutionized biology – Darwin's principle of natural selection and the process of evolution. The genetic basis of diversity will be examined in relationship to how the natural environment selects the survivors in any population. How new species evolve, how species go extinct and mass extinctions, evolution of societies and behavior will be discussed. For selected topics in this course, students will read supplemental text material and engage in research. Prerequisites: Junior or senior standing and BIO 151, 152, 171, or 175, or permission of Department Chair. *Offered on an as-needed basis.*

BIO 387 Applied Kinesiology 3

This course will analyze human movements. In looking at the relationship between anatomical structure and function, the course explores the human body and how it performs by studying anatomy, body mechanics, and physiology. Discussion will include common injuries associated with human movement, prevention of injuries, conditioning, movement behaviors, somatics, and efficiency of motion. Prerequisites: BIO 171 or BIO 175 with a minimum grade of B-; junior standing or permission of instructor. *Offered every spring semester.*

Business

BUS 123 Foundations of Business 3

Students are acquainted with the role of business in our society, and survey the forms of business ownership, organizational structure, management styles, management functions, financial management, and labor relations. *Offered every semester.*

BUS 230 Principles of Management 3

Students will understand the importance of management in business today. Through their readings and assignments, they 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 Department Chair. *Offered every semester.*

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 Department Chair. *Offered every semester.*

BUS 299 Special Topics in Business 3

This course addresses a special topic in business, using current business theories to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

BUS 321 Entrepreneurship 3

This course examines the nature of entrepreneurship and the role of entrepreneurship in society. 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 Department Chair. Student may receive credit for only one of the following courses: BUS 321 or BUS 221. *Offered every fall semester.*

BUS 325 Principles of Finance and Budgeting 3

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

BUS 331 Legal Environment of Business 3

This course deals with public law, i.e. government regulation of business activity, as well as private law, e.g. contracts and the law of sales, U.C.C. Article 2. These areas are examined in depth. The course also provides an introduction to secured transactions, tort law, and bankruptcy. Student may receive credit for only one of the following courses: BUS 331 or BUS 231. *Offered every fall semester.*

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 organization structure on behavior. Specific attention will be placed on the use of organizational behavior concepts for developing and improving interpersonal skills.

Prerequisite: An introductory course in the discipline (SOC 113, BUS 123, PSY 111) and junior standing, or permission of the instructor and the Department Chair. *Offered every fall semester. Fulfills general education social science elective requirement.*

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 111, ECO 112, MTH 239. Student may receive credit for only one of the following courses: BUS 341 or BUS 241. *Offered every fall semester.*

BUS 342 Human Resource Management 3

This course springs from 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. Student may receive credit for only one of the following courses: BUS 342 or BUS 141. *Offered every spring semester.*

BUS 343 Managing in a Global Environment 3

An exploration, examination, and analysis of international business in various dimensions including historical, theoretical, cultural, and sustainable dimensions. The class will gain an understanding of the economic interdependence of nations and how management impacts these areas. Topics discussed may include: the nature and scope of global business; the sociocultural, legal, ethical, economic, and trade environments; global operations, planning, human resources, marketing, and finance on the global scale; and, international business diplomacy and conflict resolution. *Offered every spring semester.*

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. *Offered every fall semester.*

BUS 400 Business Internship 3

Students carry out a work project in a private or public sector organization under the direct supervision of a designated faculty member and work site manager/executive. Students meet with faculty member and other interns to discuss findings and common problems. Students will survey project needs, plan for and implement a project strategy, and analyze the process and results. *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 involve itself with this topic on theoretical and practical levels. Topics to be covered include leadership theories, conflict management techniques, and leadership skills. Since the best leaders are those who know themselves, time will also be spent increasing the students' self-awareness of personality and leadership traits. *Offered every spring semester.*

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BUS 415 Business Policy and Strategic Management 3

Business policy is the study of the functions and responsibilities of senior management as they lead an entire organization – establishing and updating its mission and goals, and designing and implementing the strategies to achieve this mission in light of a continuously changing environment. In order to fulfill their role, effective senior managers must understand the organization in its entirety – each functional area as well as the interactions among those areas. As a result, while prior courses have focused on a single functional area of business (e.g., marketing, finance, accounting, management), this senior capstone course will integrate the knowledge from all these courses in order to focus on the total business situation from the perspective of senior managers. During the course, students will analyze business problems in order to develop strategic plans to effectively lead and manage organizations, and improve organizational performance. Students complete this course in their final semester. *Offered every spring semester.*

Career Development

CAR 110 Career Exploration and Development 1

Career development is a life-long process that can be both rewarding and challenging. It is a journey of self-exploration that is critical in selecting or changing majors or careers. This course is designed to give students the tools and resources necessary to make informed choices about majors and careers, and to chart an individual career path. The course focuses specifically on how values, skills, interests, abilities, and personality contribute to a developing career path and lifestyle. The course will culminate in a project incorporating this individual career path and the steps to conducting a productive job search. Prerequisite: Permission of the student's advisor. *Offered every semester.*

Chemistry

CHM 151* General Chemistry I 4

An introduction to the fundamental principles of chemistry. The nature and types of chemical reactions and the mass and energy relationships accompanying chemical changes will be emphasized. Three lecture hours and a two-hour laboratory per week. The laboratory emphasizes basic techniques in quantitative and qualitative analysis. Prerequisite: MTH 151 or placement above MTH 151. Lab Fee: \$75. *Offered every fall semester. Fulfills general education lab science elective requirement.*

CHM 152* General Chemistry II 4

Equilibrium, kinetics, and electrochemistry are the primary focus of this course. Three lecture hours and a two-hour laboratory per week. The laboratory emphasizes basic techniques in quantitative and qualitative analysis. Prerequisite: CHM 151. Lab Fee: \$75. *Offered every spring semester. Fulfills general education lab science elective requirement.*

Communications

COM 111 Broadcasting History and Analysis 3

An introduction and analysis of radio and television broadcasting. Attention will also be given to the film industry. This course examines the development of broadcasting including history, technology, government regulations, economics, and programming and operations. Social, political, and cultural consequences will also be analyzed. The uses, styles, and techniques of past and present broadcasting and film will also be examined. Students will also study current trends and themes in the industry. *Offered every spring semester.*

COM 112 Communication Practica

Provides experience through involvement with the campus media, radio, television, or news. Students will select the medium in which they desire to gain hands-on experience. Communication majors must complete four credits of Communication Practicum, or three credits of practicum and one credit of Communications Internship. Students must complete practica in at least two areas. No instructor approval is necessary to register for the 1-credit practicum course; instructor approval is required to register for a 2-credit practicum course. Practica can be selected from the following offerings:

COM 112A Video Practicum 1

COM 112B Video Practicum 2

This practicum gives students the opportunity to be a part of a television production crew. Students will learn to produce various types of productions, including music videos, commercials, public service announcements, and documentary style formats. Students will produce, write, direct, shoot on location, and edit their productions in this practicum for possible broadcast on the local cable channel. This course may be repeated for credit. *Offered every semester.*

COM 112H Radio Programming/ Production Practicum	1	
COM 112I Radio Programming/ Production Practicum	2	
Students learn the skills associated with becoming a broadcasting professional while using the WGAO-FM facilities. The class will stress on-air announcing, FCC regulations, and radio station operations. Students are expected to work a weekly shift at WGAO-FM. This course may be repeated for credit. <i>Offered every semester.</i>		
COM 112J News and Sports Practicum	1	
COM 112K News and Sports Practicum	2	
This course is for the student who is interested in a career in either 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. This course may be repeated for credit. <i>Offered every semester.</i>		
COM 121* Introduction to Mass Media	3	
An introduction to the broadcast, film, and print media. An examination of the background, organization, current influence, and future trends, stressing the education, cultural, and propagandizing powers exerted by the mass media. <i>Offered every semester. Fulfills general education arts elective requirement.</i>		
COM 122 Audio Production I	3	
An introduction to production techniques and programming in commercial and non-commercial broadcasting. The practice and procedures employed in audio production for radio, television, and sound studio operation will be examined. Students will utilize classroom audio production studios to fulfill assignment requirements. <i>Offered every semester.</i>		
COM 200 Communications Internship	1	
This course offers direct, supervised experience in communication settings, providing students with the opportunity to apply the skills acquired in their course of study. Sample internship sites include radio stations, television stations, advertising agencies, public relations firms, music recording studios, and newspapers. Prerequisite: Sophomore standing. This course may be repeated for credit. <i>Available every semester to interested and qualified students.</i>		
COM 211 Media Writing	3	
Development of writing skills for radio, television, and other electronic media. This course will be divided into three different areas: the first will focus on the writing of commercials; the second on feature script writing (programs, drama narratives, and documentaries); and the third on news writing for broadcast. This is a hands-on writing intensive course. <i>Offered on an as-needed basis.</i>		
COM 222 Video Production I	4	
Introduction to basic video studio production and theory. Using lectures and hands-on labs, students gain an understanding of and competency in the use of studio and control room technique and equipment for the production of a variety of television programming. The course focuses on television vocabulary, camera operation, switching, audio, floor direction, computer graphics, lighting, picture composition, shot planning, continuity, writing, and basic directing procedure. Prerequisite: COM 122. <i>Offered every fall semester.</i>		
COM 223 Video Production II	4	
Further study in video production using concepts and knowledge gathered in COM 222, and the application of such concepts and knowledge to both studio work and field production for broadcast, cable, or instructional use. Technical and aesthetic aspects of scripting, lighting, camera work, continuity, editing, logistics, computer graphics, and budgeting for studio and on-location production will be incorporated using both lectures and hands-on laboratories. Prerequisite: COM 222. <i>Offered every spring semester.</i>		
COM 225 Audio Production II	3	
An advanced study of audio production methods stressing in-studio production and writing for broadcast-quality productions. Attention is given to multi-tracking, digital audio, computerized editing, and effects. Students will utilize audio production studios to fulfill assignments. Prerequisite: COM 122. <i>Offered every spring semester.</i>		
COM 299 Special Topics in Communications	3	
This course addresses a special topic in communications, using current communications theories to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Dean of the School of Dance and the Arts. <i>Offered on an as-needed basis.</i>		

COM 311 Broadcast Sales and Advertising 3

This course provides instruction in sales methods, audience measurement, demographics, station promotion, and public relations. Prerequisite: Junior or senior standing. *Offered on an as-needed basis.*

COM 315 Introduction to Public and Media Relations 3

Introduces strategic issues and effective practices of communication between organizations and their constituencies. Includes the study of public opinion research, media relations, public communication campaigns, consumer identity, and representational ethics. Students gain practical experience in writing news releases, conducting surveys, and designing integrated campaigns. Prerequisite: Junior or senior standing. *Offered on an as-needed basis.*

COM 325 Applied Communication Theory Across Contexts 3

This course provides an introduction to the study of communication theory. The basic theories of human communication and their applications in the contexts of interpersonal, small-group, organizational, intercultural, and mediated communication are explored. By developing an understanding of a variety of theories of communication, students are able to better interpret and predict human behavior and interactions as well as be more effective with their own communication. *Offered every fall semester. Fulfills core requirement.*

COM 327 Communication in Complex Organizations 3

This course examines the organizational communication process within business organizations. The basic theories, concepts, and issues relevant to the field of organizational communication are studied to reveal the concepts and principles needed for effective communication. In addition, the course focuses on organizational challenges including the most common organizational variables such as conflict, power, leadership styles, roles, relationships, networks, organizational culture, and communication climate. *Offered every spring semester. Fulfills core requirement.*

COM 335 Broadcast Management 3

This course will examine management 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 covered. The case study method will be utilized to examine these areas. Prerequisite: Junior or senior standing. *Offered on an as-needed basis.*

COM 341 Media Theory and Criticism 3

This course examines the various functions and writings of contemporary media critics, and establishes criteria for evaluating media texts. Students will view, read, and analyze various media texts, including television shows, films, articles, and advertisements. Prerequisite: Junior or senior standing. *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 with 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 the times. Prerequisite: Junior or senior standing. *Offered on an as-needed basis.*

COM 401 Media Research Methods 3

The various methods employed in assessing the social and behavioral influence of the communications media and the links between research and public policy issues are examined. Attention is given to the methods and areas of research that have led to the dominant theoretical formulations in the field. Students gain experience designing and implementing research projects. Prerequisite: Junior or senior standing. *Offered on an as-needed basis.*

Computers

CIS 103 Microcomputer Applications 3

This course is designed to provide students with an understanding of how technology is utilized as a tool in a business environment. Students have hands-on experience working with the Internet and Microsoft Office. Students will develop competencies in information literacy in addition to competencies in word processing (Word), spreadsheets (Excel), and presentation graphics (PowerPoint). The focus in the course is on gathering, processing, and presenting information in a professional business manner using the Office applications. Lab Fee: \$30. *Offered on an as-needed basis.*

CIS 150 Information Technology 3

This course provides students with a foundation of how to use technology to analyze problems and design solutions in the areas of business. Utilizing substantial group work and hands-on applications, students will learn research techniques, qualitative and quantitative analysis, project management, e-business strategies, and presentation techniques by applying how each can be used from a business problem-solving perspective. Students will also learn database management systems using Microsoft Access, networking, and other technologies through course readings, case studies, and group projects. *Offered every semester.*

CIS 215 Web Content Development 3

This course introduces concepts for designing and developing web content for intranets, extranets, and the World Wide Web. Students will learn how to deploy and integrate Microsoft Office applications in a web-based environment. Microsoft Web Expression will be used to develop theme-based websites including interactive forms and discussion forums. Students will develop competencies with image editing software and deploying graphic-based java applets on the Web. These objectives are satisfied through hands-on teaching, class discussions, and projects. *Offered on an as-needed basis.*

CIS 254 Business Applications 3

Using a case study format, this course provides students with information literacy and application skills to effectively make technology decisions and solve business problems in a hands-on lab environment. Using the MS Office software, students will develop intermediate competency skills in Word, Excel, Access, and PowerPoint. Business functions include mail/merge, preparing publications, using conditional formulas, creating macros, creating relational tables, using advanced queries, and integrating the work from one application with another. These skills would be required to develop and support Office applications to automate work in a business environment. Prerequisite: CIS 150 or permission of instructor; BUS 123 strongly recommended. *Offered on an as-needed basis.*

CIS 299 Special Topics in Technology 3

This course addresses a special topic in technology, using current theories in technology to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

CIS 355 Managing Technology Systems in Business 3

Understanding the impact of technology in a business organization is essential for managers in today's business environment. This course provides an integrated, strategic view of the management of technology in business and prepares students to develop business solutions to achieve organizational goals. Students will explore how technology plays a crucial role in the operation of business and the essential role of the manager in determining the use of Information Technology to support business objectives. *Offered every fall semester.*

E**Criminal Justice****CRM 110* Introduction to Criminal Justice 3**

This course is designed to familiarize students with the history, theory, practice, and philosophy of the criminal justice system and processes. Emphasis is placed on acquainting students with the various components of the criminal justice system, their roles and functions (law enforcement, courts, and corrections). Knowledge obtained from the course will prepare the student for succeeding courses in the Criminal Justice program. *Students must achieve a C- or better in CRM 110 to enroll in CRM 213, CRM 218, CRM 221 or CRM 231. *Offered every semester. Fulfills general education social science elective requirement.*

CRM 124* Juvenile Justice 3

This course is an introduction to juvenile justice. It explores all phases of the contemporary juvenile justice system and examines the nature of delinquency, classifications of juvenile offenders, and alternative explanations for juvenile misconduct, juvenile courts, juvenile rights, and juvenile corrections. *Offered on an as-needed basis. Fulfills general education social science elective requirement.*

CRM 152 Criminal Investigation 3

Basic procedures involved in criminal investigations and preparation of cases for court presentation are examined, including crime scene search and recording, collection and preservation of physical evidence, scientific aids to criminal investigation, interviews and interrogation, follow-up investigation, and case preparation. A cursory look into the aspects of major crimes, their elements, and specialized investigatory methods will be covered. *Offered on an as-needed basis.*

CRM 163* Criminology 3

A study of the nature, extent, and types of crime delinquency and victimology, with a focus on major theories of crime causation and policies of crime prevention and control. Corequisite: SOC 113. *Offered every spring semester. Fulfills general education social science elective requirement.*

CRM 213 Corrections 3

An overview of the fundamental processes, trends, and practices in institutional and community-based corrections, including incarceration, probation, parole, and intermediate sanctions. The evolution of the American corrections system and current trends and problems in corrections, including community based alternatives to incarceration, will be explored. Prerequisite: Successful completion of CRM 110 with a grade of C- or higher. *Offered every spring semester.*

CRM 218 Law Enforcement and Society 3

An introductory course to policing in the United States, including: the role of federal, state, and local law enforcement in the criminal justice system; historical development of law enforcement in the United States; an examination of the police philosophy, organization, and bureaucracy; demands placed on law enforcement officers by the public they serve; effective law enforcement strategies; police ethics and major challenges confronting law enforcement professionals; and current issues and trends in law enforcement. Prerequisite: Successful completion of CRM 110 with a grade of C- or higher. *Offered on an as-needed basis.*

CRM 221 Criminal Law 3

A study of sources and principles of criminal law with emphasis on the general elements of crimes, criminal responsibility, general and specific intent crimes, and criminal defenses. Prerequisite: Successful completion of CRM 110 with a grade of C- or higher. *Offered every spring semester.*

CRM 231 Criminal Procedure 3

Students are introduced to the basics of criminal procedure, including the law of search and seizure, arrest, interrogation and identification, the pretrial process, the criminal trial, sentencing and punishment, appeal and post-conviction relief, and constitutional safeguards in criminal proceedings. Federal and state decisions in Fourth, Fifth, and Sixth Amendment cases will be examined. Prerequisite: Successful completion of CRM 110 with a grade of C- or higher. *Offered every fall semester.*

CRM 299 Special Topics in Criminal Justice 3

This course addresses a special topic in criminal justice, using current theories in criminal justice to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisites: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

Dance

Dance Technique Courses:

Explanation of course numbering system: The first digit represents the degree of difficulty as defined by basic, intermediate, intermediate/advanced, and advanced.

- 100 courses – levels 1&2 – Basic
- 200 courses – levels 3&4 – Intermediate
- 300 courses – levels 5&6 – Intermediate/Advanced
- 400 courses – level 7 – Advanced

The second digit represents the type of dance being taught.

- 4 = tap
- 5 = ballet
- 6 = jazz
- 7 = modern

The third digit represents the specific level of the technique being taught (1-7).

Students will initially be assigned to levels based on placement auditions at the start of the major. Thereafter, students will be reassessed each semester to determine appropriate level placement.

ALL technique classes are offered every semester with the exception of Pointe and Pointe Variations.

DAN 151 Ballet	1	This course offers training in the basic skills of ballet technique, including placement, emphasis on alignment and most effective use of anatomical structure. Vocabulary is stressed.
DAN 152 Ballet	1	This course continues training in the basic skills of ballet.
DAN 253 Ballet	1	This course provides training in the intermediate skills of ballet technique.
DAN 254 Ballet	1	This course continues training in the intermediate skills of ballet technique with emphasis on center floor, phrasing, and performance.
DAN 355 Ballet	1-1.5	This course provides training in intermediate/advanced skills of ballet technique.
DAN 356 Ballet	1-1.5	This course continues training in intermediate/advanced skills of ballet technique.
DAN 457 Ballet	2	This course provides training in the advanced skills of ballet techniques.
DAN 234 Pointe	.5	This course is designed to teach the dancer the transition of executing classical ballet on flat and demi-pointe to pointe. The student must be assessed at the intermediate level. <i>Offered every fall semester.</i>
DAN 235 Pointe Variations	.5	This course teaches excerpts from historical classical ballets. The student must be assessed at the intermediate/advanced level. <i>Offered every spring semester.</i>
DAN 171 Modern Dance	1	This course provides training in the basic skills of modern dance technique, spatial relationships and designs, and beginning combinations. The focus is on Limon and Horton techniques.
DAN 172 Modern Dance	1	This course continues training in the basic technical skills of modern dance styles, focused on Limon and Horton techniques.
DAN 273 Modern Dance	1	This course provides training on center floor studies, phrasing, and performance. The focus is on Limon and Horton techniques.
DAN 274 Modern Dance	1	This course continues training in intermediate techniques of modern dance, including introduction of variations from original modern dance repertoire as well as post-modern choreography. The focus is on Limon and Horton techniques.
DAN 375 Modern Dance	1	This course provides training in intermediate/advanced modern dance technique. The focus is on Graham, Limon, Cunningham, and Humphrey techniques.
DAN 376 Modern Dance	1	This course continues training in intermediate/advanced dance technique. The focus is on Limon technique, release technique, and other contemporary styles.
DAN 477 Modern Dance	1	This course provides training in the advanced skills of modern dance technique. The focus is on Dunham and Horton techniques.
DAN 161 Modern Jazz	1	This course offers basic training in a variety of jazz styles, with analysis of the differences between modern jazz and modern dance.
DAN 162 Modern Jazz	1	This course continues basic training in a variety of jazz styles and studies the correlation between ballet, modern dance, and modern jazz techniques.
DAN 263 Modern Jazz	1	This course provides training in the intermediate skills of a variety of modern jazz techniques.
DAN 264 Modern Jazz	1	This course continues training in the intermediate skills of a variety of modern jazz techniques.
DAN 365 Modern Jazz	1	This course provides training in the intermediate/advanced skills of a variety of modern jazz techniques.
DAN 366 Modern Jazz	1	This course continues training in the intermediate/advanced skills of a variety of modern jazz techniques.

E

DAN 367 Modern Jazz 1

This course provides training in the advanced skills of a variety of modern jazz techniques.

DAN 141 Tap Dance 1

This course provides training in the basic skills of tap dance.

DAN 142 Tap Dance 1

This course continues training in the basic skills of tap dance.

DAN 243 Tap Dance 1

This course provides training in the intermediate techniques of tap dance.

DAN 244 Tap Dance 1

This course continues training in the intermediate techniques of tap dance.

DAN 345 Tap Dance 1

This course provides training in the intermediate/advanced techniques of tap dance.

DAN 346 Tap Dance 1

This course continues training in the intermediate/advanced techniques of tap dance.

Dance Studies Courses:**DAN 100 Creative Movement for Children 3**

An introduction to creative drama, dance, play making and improvisations based on the principles and philosophies of movement education. Through a lecture-laboratory experience, students will learn how this question-challenging approach to teaching can motivate children to explore movement, interact socially, and develop physically. The Dean College Children's Center, an on-campus preschool for children ages 2.9-6 years, provides a learning laboratory. *Offered every semester.*

DAN 182 Rhythmic Analysis 3

Study of rhythmic structure and notation in music as they are applied to movement patterns. Students with previous music training may test out of the course, without receiving credit. *Offered every semester.*

DAN 201* Dance History I – World Dance 3

This course traces the historical evolution of dance from the 1600s to present. It follows the beginning of dance from primal forms, to European aristocratic influences, to current world dance trends. Through visual, analytical, and theoretical perspectives, students gain an understanding of how the early foundations of dance have shaped the world of dance. *Offered every fall semester. Fulfills general education arts elective requirement.*

DAN 204 Dance Composition I – An Architectural Overview 3

This introductory course is designed to teach dance students the basic elements of dance composition, including thematic structure and the use of space. Improvisational methods are used. Course fee: \$75. *Offered every spring semester.*

DAN 206 Pedagogy I 3

This course offers an overview of teacher preparation and practice. Emphasis is on ballet technique as the basis of all dance. Included throughout are discussions of anatomical structure and the relationship of ballet to modern dance. This is a speech intensive course. *Offered every spring semester.*

DAN 224 Rehearsal and Performance Dance 1-3

This course demands substantial participation in a dance production. Each credit represents approximately 40-50 hours of participation in a project. The student will enroll in the semester in which the project is completed. The course may be repeated during future semesters. Prerequisites: Audition and permission of instructor. *Offered every semester.*

DAN 299 Special Topics in Dance 3

This course addresses a special topic in dance, using current theories in dance to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Dean of the School of Dance and the Arts. *Offered on an as-needed basis.*

- DAN 301* Dance History II – 20th Century Dance** 3
This course is based on the importance of dance as a compositor of history. The focus is on the global origins of dance forms, specifically as they have been reflective in the evolution of the American dance scene, including a chronological survey of the modern dance canon. Prerequisite: Junior standing or permission of the Dean of the School of Dance and the Arts. *Offered in the fall semester in even-numbered years. Fulfills general education arts elective requirement.*
- DAN 304 Dance Composition II – Spatial Dimensions in Small and Large Groups** 3
Experimentation with traditional and contemporary forms of composition. Movement problems and methods of resolution are presented. Skills are developed through practical experiences in creating short dances and dance phrases. Prerequisite: DAN 204 or permission of the Dean of the School of Dance and the Arts. *Offered in the spring semester in odd-numbered years.*
- DAN 305 Dance Composition III – Technical Production in Small and Large Groups** 3
Emphasis is placed on the development of thematic structure in creating a dance for stage production. The content is focused on the use of lights, props, and costumes. Dances produced may be part of the senior exit assessment. Prerequisite: DAN 204 or permission of the Dean of the School of Dance and the Arts. *Offered in the fall semester in odd-numbered years.*
- DAN 306 Pedagogy II** 3
A continuation of Pedagogy I with an emphasis on advanced teaching strategies. Anatomical structure and proper alignment continue to be stressed. Reference is also made to modern dance, jazz, and tap. This is a speech intensive course. Prerequisite: DAN 206. *Offered every fall semester.*
- DAN 383 Character Study** 3
The development of imagination through improvisation and the study and analysis of actor problems and situations. This course is designed to prepare the dancer mentally, emotionally, and physically for depicting the language of dance. *Offered every spring semester.*
- DAN 385 Film Survey in Dance** 3
This course is a survey of dance in the film media. It examines the varying ways in which dance has been incorporated into films, video, television, and the computer. The survey is a study of how dance on screen differs from the live performance. In order to achieve a critical eye for viewing dance on film, the course explores the technical processes employed that allow the symbiosis of dance and film to evolve both art forms to a more sophisticated means of communication. *Offered in the spring semester in even-numbered years.*
- DAN 400 Dance Internship** 3
Dance B.A. candidates may pursue 120 hours of internship in the dance/dance-related field of their choice. A dance faculty advisor supervises the internship. All internship sites must meet the guidelines of the School of Dance and the Arts. This course provides a student the opportunity to be a teaching or dance management assistant as well as to become involved in dance-related areas that enhance learning skills and techniques contributing to successful dance training. Students may register for this course more than one time in order to complete this requirement. Students may register for this course during the fall and spring semesters as well as during the summer sessions. Prerequisite: Senior standing or permission of the Dean of the School of Dance and the Arts. *Offered every semester.*
- DAN 401 Senior Seminar** 3
This course addresses the skills needed for success in pursuing careers in the field of dance. Topics include but are not limited to: resume writing, portfolio building, the audition process, copyright laws, liabilities, grant writing, and job opportunities. Prerequisite: Senior standing. Course Fee: \$125. *Offered every fall semester.*
- DAN 481 Laban Movement Analysis** 3
This course studies a system and a language for observing, describing, and notating forms of human movement. LMA addresses the belief that movement of the body and of the mind is the basis of all human activity. Studies include the categories of Body, Effort, Shape, and Space. Prerequisite: Senior standing or permission of the Dean of the School of Dance and the Arts. *Offered in the spring semester in even-numbered years.*

E

Dean 100 Seminar

DEAN 100 Dean Foundations

3

This course will assist new students through the academic and personal transitions experienced in their first semester at Dean College. This course teaches a variety of learning and study strategies essential for collegiate success. Students will review research on study strategies, and then discuss and apply these strategies to daily practices as a college student. At the conclusion of this course, students will be able to design and implement an individual plan that incorporates effective student behaviors and learning strategies critical for college success. **E** Must be completed in the first semester of full-time enrollment at Dean College. *Offered every semester. Fulfills core requirement.*

Economics

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. 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 are examined and evaluated. Special attention is given to the business cycle, theories of growth and development, techniques of national income accounting, and the role of government. *Offered every semester. Fulfills general education social science elective requirement.*

ECO 112* Principles of Economics – Micro

3

Emphasis is on an analytical study of 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. *Offered every semester. Fulfills general education social science elective requirement.*

ECO 299 Special Topics in Economics

3

This course addresses a special topic in economics, using current theories in economics to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

Education

EDU 103 Foundations of Education

3

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

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 Introduction to ECE. *Offered every fall semester.*

EDU 200 Education Internship

1

This course offers direct and supervised experience in an educational setting providing students with the opportunity to apply the skills acquired in their course of study. Prerequisite: Sophomore standing. *Offered every fall semester.*

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. Prerequisite: EDU 251, PSY 211, or permission of the instructor. *Offered every fall semester.*

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 one hour and field participation is for 3.5 hours per week. Prerequisite: C- or better in EDU 103 or EDU 111 and C- or better in EDU 251 or PSY 211 and C- or better in EDU 231 and permission of Program Director. Students must be concurrently enrolled in EDU 281. *Offered every fall semester.*

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 and must be taken concurrently with the one-hour per week seminar, EDU 280. *Offered every fall semester.*

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 one hour and practicum is for 14 hours per week. Prerequisite: C- or better in EDU 280, EDU 281, and approval of Program Director. Students must be concurrently enrolled in EDU 283. *Offered every spring semester.*

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 and must be taken concurrently with the one-hour per week practicum seminar, EDU 282. *Offered every spring semester.*

EDU 299 Special Topics in Education 3

This course addresses a special topic in education, using current theories in education to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

E

English

ENG 111 Composition 3

This course develops the student's ability to think clearly and write effectively. Classroom sessions focus on concept development, organization of ideas, and techniques for writing college essays, critical analysis of text, and process writing. Lab sessions reinforce skill development. Instruction in the following essay models are emphasized in all sections: introductory writing assignment emphasizing the writing process, two expository essays incorporating a combination of rhetorical modes, documented research essay, and reflective/revision essay. Two papers from this course are selected for every student's permanent writing file. Students must achieve a grade of C- or higher to meet the pre-requisite for ENG 112. Placement is by SAT verbal and/or ACT scores. *Offered every semester. Fulfills core requirement.*

ENG 112 Composition and Literature 3

Readings in poetry, drama, the short story, and the novel introduce the student to literary genres and provide a basis for discussion and analysis. The student learns to recognize and respond to basic literary techniques and devices, and to utilize the insights gained in the development of expository prose writing. Writing assignments include extensive exercises in advanced expository essays. Prerequisite: C- or better in ENG 111. *Offered every semester. Fulfills core requirement.*

ENG 131 Introduction to Journalism 3

An introduction to newspaper reporting with hands-on experience in gathering news; interviewing techniques and writing, editing, and analyzing basic news, sports, and feature stories. Students are required to write and edit stories using the most appropriate technology. Students will also examine the role and responsibilities of the press and study the legal and ethical problems facing journalists. *Offered on an as-needed basis.*

ENG 215* Contemporary Literature 3

This course looks at the changing nature of Post-Modern Literature from "Beat Literature" and Minimalism to Multiculturalism, emphasizing seminal artists in the areas of poetry, the novel, drama, and short fiction. Underpinning all work will be a focus on the efforts of critical theorists to open the literature up to new and radically different avenues of analysis and interpretation. Prerequisite: ENG 112 or permission of instructor. *Offered every spring semester. Fulfills general education literature elective 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 instructor. *Offered every fall semester. Fulfills general education literature elective requirement.*

ENG 220* Creative Writing: Non-Fiction 3

This course focuses on the further study and writing of non-fiction. In order to develop an appreciation of form and technique, students will read and study examples of non-fiction as shown by the foremost writers, contemporary and traditional, in the field. They will work in both a private and writing workshop setting. Students will be encouraged to submit work for publication in the College literary magazine *Inscriptions*. Prerequisite: ENG 111 or permission of instructor. *Offered every spring semester. Fulfills general education arts elective requirement.*

ENG 221* Creative Writing: Fiction and Poetry 3

Students will read works of poetry and short fiction to develop an appreciation of form, figurative technique, and thematic expression in order to develop poetic and fictional pieces of their own in a writing workshop setting. Prerequisites: ENG 111, ENG 112 or permission of instructor. *Offered every semester. Fulfills general education arts elective requirement.*

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 instructor. *Offered every fall semester. Fulfills general education literature elective requirement.*

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 instructor. *Offered every spring semester. Fulfills general education literature elective requirement.*

ENG 260* Introduction to Poetry 3

A course in understanding and appreciating poetry. Students learn to recognize the many elements and uses of language and forms that create a successful poem. Students also work, through reading and writing assignments, toward a better appreciation of the deep beauty, awakening insights, and universal themes found through the experience of poetry... "The woods are lovely, dark and deep..." Prerequisite: ENG 112 or permission of instructor. *Offered every fall semester. Fulfills general education literature elective requirement.*

ENG 261* Dramatic Literature 3

This course examines the history and development of drama from ancient Greek to contemporary theatre. Emphasis is upon literary analysis of plays to illustrate the major themes, styles, and historical periods of dramatic literature. A variety of plays will be used as examples of tragedy, comedy, history, romance, realism, Theatre of the Absurd, and other forms of drama. Prerequisite: ENG 112 or permission of instructor. *Offered every spring semester. Fulfills general education literature elective requirement.*

ENG 270* Literature by Women Writers 3

This course will examine works of literature by women writers in the 19th and 20th centuries. Students will read autobiographical novels, fiction, poetry, and other genres that reveal themes, social issues, and changing roles of women. The course typically includes writers like Sylvia Plath, Alice Walker, the Brontes, Charlotte Perkins Gilman, Tillie Olsen, Kate Chopin, Virginia Woolf, and selected contemporary writers. Readings and assignments vary according to instructor. Prerequisite: ENG 112 or permission of instructor. *Offered every spring semester. Fulfills general education literature elective requirement.*

ENG 277* Mythology/Folklore 3

This course emphasizes selected myths, sacred texts, legends, epics, fairy and folktales, and other materials basic to a deeper understanding of the literature of Western Civilization. Emphasis is primarily on Greek and Roman Mythology, with comparisons made to other mythologies such as Middle Eastern, Celtic, and Norse mythologies, as well as the use of fairy and folktales motifs found within mythology. Creation stories, pantheons, hero stories, goddess myths, and epic works and legends such as *The Iliad*, *The Odyssey*, *The Aeneid*, and the *Holy Grail* provide a necessary core of course content. Prerequisite: ENG 112 or permission of instructor. *Offered in the fall semester in odd-numbered years. Fulfills general education literature elective requirement.*

ENG 285* Introduction to Short Story 3

One of the most enduring pleasures of life is a well-told story. Students will work toward analyzing, understanding, and enjoying the power and beauty of the short story form. Students will read a variety of authors to illustrate short story structure, themes, and character types. Authors such as Poe, Hawthorne, Chopin, Hemingway, Anderson, Oates, and more contemporary writers will be included. Prerequisite: ENG 112 or permission of instructor. *Offered every spring semester. Fulfills general education literature elective requirement.*

ENG 290* Literature of Baseball 3

Filmmaker Ken Burns has said that there are three uniquely American creations that tell the story of America: The Civil War, jazz, and baseball. Baseball is more than just a sport, it is more than just the national pastime, it is the essence of the American way of life as seen through America's history, its myths and legends, and its values and dreams. In baseball, as in America, anything is possible. America's heroes rise and fall, only to be resurrected with the emergence of spring; the action of baseball follows the rhythm and pacing of the seasons themselves; and as the old sage Yogi Berra says, "It ain't over 'till it's over!" This course will trace the power, beauty, and elegance of baseball as seen through eloquent literary voices selected from such writers as Stephen Jay Gould, Donald Honig, Robert Creamer, John Updike, Roger Kahn, A. Bartlett Giamatti, and others. The classic baseball novel by Bernard Malamud, *The Natural* and the relevant *Shoeless Joe* by W.P. Kinsella will also comprise part of the required reading. The course will use Ken Burns' film documentary *Baseball* as its historical and cultural guide tracing the pursuit of the The

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American Dream as “new faces” and “new languages” journey to American and fight to add their talents to the game and to assimilate The Dream... “Play ball!” Prerequisite: ENG 112. Student may receive credit for only one of the following courses: ENG 290 or ENG 390. *Offered every spring semester. Fulfills general education literature elective requirement.*

ENG 295* Children’s Literature 3

This course surveys children’s literature in the age-range preschool through fourth grade, including picture storybooks, books to begin on, folktales, poetry, fantasy fiction, realistic fiction, historical fiction, biography, and informational non-fiction. **E** Emphasis is placed on selection criteria, literary criteria, and literary appreciation. Several children’s novels are included. The textbook is about children’s literature, while outside and reserved reading brings students to actual children’s books. Assignments cover reading about literature, analyzing children’s books, creative writing and projects, and composing a final book project. Prerequisite: ENG 111 or permission of instructor. *Offered every fall semester. Fulfills general education literature elective requirement.*

ENG 299 Special Topics in Literature 3

This course addresses special topics in literature, using current theories in literature to analyze that topic. Through comprehensive readings, students’ ability to think critically about the topic and the discipline will be developed. Research and writing is required in all Special Topics classes. Prerequisite: ENG 112 or permission of instructor. *Offered every semester.*

ENG 301* Shakespeare 3

In this course, students read and examine the Bard’s plays and sonnets, his life and times, and the impact of the man and his work on modern culture. Students will read, analyze, and view six plays, including comedy, history, and tragedy. Students will also read and study selected sonnets. A variety of academic assignments and projects will offer students an opportunity to demonstrate their understanding and scholarship of Shakespeare. Prerequisite: ENG 111, ENG 112, a 200-level literature course, and junior/senior standing, or permission of instructor and Department Chair. *Offered every fall semester. Fulfills general education literature elective requirement.*

ENG 320 Advanced Essay Writing 3

This course will take a multi-disciplinary 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; 200-level literature elective. *Offered every fall semester. Fulfills core requirement.*

ENG 331 Writing for the Arts and Entertainment World 3

This course examines the different types and styles of writing required in the arts and entertainment industries: persuasive, informational, promotional, journalistic, and critical. This course includes instruction in: feature and review writing; writing for fund-raising including grants, appeal letters, and special events promotion; and marketing pieces including flyers, brochures, press releases, and advertising copy. The student will develop writing materials for each of these areas, culminating in a final portfolio project. Prerequisite: ENG 112. *Offered every fall semester. Fulfills core requirement.*

ENG 332 Strategic Writing for Managers 3

This course will focus on written communication in the professional workplace. It will focus on topics such as context, purpose, audience, style, organization, format, technology, results, and strategies for persuasion when examining the development of typical workplace messages. In addition to writing shorter assignments, a substantial formal report that incorporates data analysis and support for conclusions or recommendations is required. Prerequisite: ENG 112. *Fulfills core requirement. Offered every fall semester.*

ENG 355* 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. Student may receive credit for only one of the following courses: ENG 355 or ENG 255. *Offered on an as-needed basis. Fulfills general education literature elective requirement.*

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 Kellior, Woody Allen, Spalding Gray, Neil Simon, Kurt Vonnegut Jr., and David Sedaris. Prerequisite: ENG 112. *Offered on an as-needed basis. Fulfills general education literature elective requirement.*

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. Student may receive credit for only one of the following courses: ENG 363 or ENG 263. *Offered on an as-needed basis. Fulfills general education literature elective requirement.*

ENG 365* Cinema: Films from Literature 3

An analysis of film adaptations from various literary sources. Novels, plays, and screenplays are used and studied extensively within the course. Several film genres and techniques will be viewed. With its long and complex history, and the ever-unfolding interactions between the printed word and the visual image, the nature of what happens to literature in the hand of filmmakers cannot be reduced to such commonplace statements as “the book is always better than the movie.” To quote Timothy Corrigan, “Once there may have been little debate about the fact that a theatrical performance of Shakespeare was far superior to a filmic reproduction. By 1948, Laurence Olivier’s Hamlet could, however, provoke enormous interest and debate about his controversial filmic interpretation of the play...” And become the first and only cinematic Shakespeare to win an Oscar for Best Picture. We will explore some of the major critical frameworks for viewing the exchange between literature and film, focusing on style and genre connections between the fictional worlds of

John Buchan, James M. Cain, and Graham Greene and suspense/film noir. With Greene, we will take a more focused look at global intrigue in such far flung places as Vienna and Saigon; with Welles we will look at the evolution of a classic. Prerequisite: ENG 112. Student may receive credit for only one of the following courses: ENG 365 or ENG 265. *Offered on an as-needed basis. Fulfills general education literature elective requirement.*

ENG 375* U.S. Latino Literature 3

This course will explore issues of ethnic identity, language, immigration, oppression, and love through contemporary poetry, novels, and film. While the writers represented come from the U.S. Southwest, Puerto Rico, Cuba, and The Dominican Republic, they all write in English to address American readers. Their work as a whole troubles and complicates the idea of a single Latino identity in the United States, and instead reaches toward historically distinct notions of self and community. Coursework will include reading discussion, independent research, short presentations, one longer paper, and three short exams. Prerequisite: ENG 112. *Offered on an as-needed basis. Fulfills general education literature elective requirement.*

ENG 399 Special Topics in Literature 3

This course addresses special topics in literature, using current theories in literature 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. Prerequisite: ENG 112 and junior standing. *Offered on an as-needed basis.*

ENG 401* Classics of World Theatre 3

Introduces the student to a review and analysis of classical examples of theatre in terms of content, period, and theory. The student will have the opportunity to be exposed to a wide variety of the established theatrical classic, from the period of the Restoration through to the Contemporary stage. Prerequisite: ENG 112. *Offered every fall semester. Fulfills general education literature elective requirement.*

Geography

GEO 111* World Geography 3

This course is designed to give the student a broader perspective and a more informed appreciation of the various regions and countries of the world. The student will also become familiar with the language and terminology of geography and the use of maps. The physical, historical, cultural, economic, and political aspects of regions and countries will be examined from the perspectives of these fields of geography. *Offered on an as-needed basis. Fulfills general education social science elective requirement.*

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Health Sciences

HSCI 201 Introduction to Nursing 4

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

History

HIS 111* United States History to 1877 3

This course surveys the social, economic, and political developments in American history from European colonization to the American Civil War and Reconstruction. 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. *Offered every semester. Fulfills general education history elective requirements.*

HIS 112* United States History – 1877–1945 3

This course surveys the social, economic, and political developments in American history from Reconstruction to the conclusion of World War II. In addition to these subjects, considered topics include war and settlement in the West, economic and urban development, reform in the Progressive and New Deal eras, and the rise of American imperialism and World War I. Students will encounter primary historical materials as well as scholarly accounts of the past. Lecture and discussion. *Offered every semester. Fulfills general education history elective requirements.*

HIS 151* History of World Civilizations I, to 1500 3

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. *Offered every semester. Fulfills general education history elective requirements.*

HIS 152* History of World Civilizations II, 1500–1920 3

This course is devoted to the study of human civilizations from globalization in the 16th century to the end of World War I. In addition to global contact and exchange, the course emphasizes the rise of industrialized Europe and its satellites (e.g., the United States) as world powers. Western developments in science, industry, and political ideologies are studied to understand the relative rise of European power and the decline of the Chinese and Ottoman empires. The widespread upheaval and reorganization caused by World War I concludes the course. Students will encounter primary historical materials as well as scholarly accounts of the past. Lecture and discussion. *Offered every semester. Fulfills general education history elective requirements.*

HIS 213* Contemporary United States History 3

This course surveys the social, economic, and political developments in American history from the end of WWII to the turn of the 21st century. More specific topics include the Cold War, race and gender relations, the counterculture of the 1960s, the Nixon presidency, and Vietnam War, for example. Students will encounter primary historical materials as well as scholarly accounts of the past. Lecture and discussion. Student may receive credit for only one of the following courses: HIS 213 or HIS 113. *Offered every semester. Fulfills general education history elective requirement.*

HIS 253* Contemporary European History (1920 to present) 3

This course surveys the social, economic, and political developments in European history from the end of the Great War to the turn of the 21st century. Students will encounter primary historical materials as well as scholarly accounts of the past. Lecture and discussion. Student may receive credit for only one of the following courses: HIS 253 or HIS 153. *Offered every spring semester. Fulfills general education history elective requirement.*

HIS 299 Special Topics in History 3

This course addresses a special topic in history, using current historical theories to analyze the topic. Through comprehensive readings, students' ability to think critically about the topic and discipline will be developed. Students will analyze primary historical materials and also grapple with historiographical and methodological issues within the field. The course research paper(s) will be based in primary historical research. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the instructor and the Department Chair. *Offered on an as-needed basis.*

HIS 335* Women's Voices: A History of Women in America 3

This course traces the history of women in America from the 18th century to the present. Themes examined include: the interaction of major transitions in United States history (slavery, industrialization, war, urbanization, economic depression, the women's movement, the civil rights movement) with the changing status and roles of women in America. Prerequisite: HIS 111, 112 or 213, and junior standing, or permission of the instructor and the Department Chair. *Offered in the fall semester in odd-numbered years. Fulfills general education history elective requirements.*

HIS 345* History of North American Indians 3

A study of the history of American Indians from pre-Colombian times to the late 20th-century. Course materials and discussions will highlight important native civilizations before 1492, as well as the development of native societies after the arrival of Europeans and Africans. Students will encounter general themes that cover many North American Indian cultures, as well as specific information that differentiates the various American Indian nations and tribes. *Offered on an as-needed basis. Fulfills general education history elective requirement.*

HIS 355* African-American History 3

The course surveys and investigates the African American past. The course begins with an examination of the western African nations whose people migrated to the Americas, including an explanation of the economic, geographic, and social factors behind the trans-Atlantic slave trade. We will explore the emergence of African-American culture under slavery during the colonial and antebellum eras. In addition to the important Abolition and Reconstruction movements, we will explore the Jim Crow era in African-American history, and conclude with the Second Reconstruction, or Civil Rights Movement, and its legacy. *Fulfills general education history elective requirement. 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. Student may receive credit for only one of the following courses: HIS 395 or HIS 295. *Fulfills general education history elective requirement. Offered on an as-needed basis.*

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HIS 399 Special Topics in History 3

This course addresses special topics in history, using current theories in history 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. Prerequisite: Junior standing and completion of an introductory course in history, or permission of the instructor and the Department Chair. *Offered on an as-needed basis.*

Interdisciplinary Studies

E IDS 315* Asian Studies 3

The course introduces students to the traditional history and cultures of India, Southeast Asia, China, Korea, and Japan from ancient to modern times. Major religions (Buddhism, Hinduism) and philosophies (Confucianism, Daoism) are covered as well as social, political, and economic developments. *Offered on an as-needed basis. Fulfills general education humanities elective requirement.*

IDS 325* African-American Experience 3

Through the perspectives of history and literature, students will explore, discuss, and understand the African-American narrative and its impact. This is an interactive seminar style course in the literature and history of the African-American experience. Bridging social, political, economic, and cultural history, we will focus on critical analysis of primary sources to explore the wide range of black experiences in America, demonstrating diversity in that experience based on social class, time period, geography, etc. By recognizing the varied voices that constitute the recording of the Black experience, we will explore and respond to those who bear witness to what is the ever-changing African-American narrative. *Offered on an as-needed basis. Fulfills general education humanities elective requirement.*

Liberal Arts and Studies

LAS 111 Introduction to the Humanities and Social Sciences 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 in the humanities which we will study include English and history. Specific discipline areas in the social sciences which we will study include 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? *Offered every fall semester.*

LAS 341 Applied Research Methods and Design Across Contexts 3

This course is a general introduction to the fundamental concepts, methodology, and application of the research process. 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 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. *Fulfills core requirement. Offered every spring semester.*

LAS 400 Liberal Arts and Studies Internship 3

The Liberal Arts and Studies major is designed to prepare students for a wide variety of careers by building the core skills needed in all positions, such as writing, critical and creative thinking, communication, quantitative reasoning, problem-solving, and decision making. Internships are an important part of this education, by providing an opportunity to apply these skills in the actual workplace. Internships also encourage self-reflection on key questions: What skills do I need to continue to develop? What kinds of job tasks do I enjoy? What kinds of jobs and job tasks do I dislike? What career do I want to pursue? In this course, you will select and complete an internship chosen to build on your own interests and to relate what you have learned in prior courses to its application in the workplace. You

will also be contributing to your resume and professional portfolio. The course requires that you spend at least 140 hours at the internship site (10 hours per week for the 14 week semester), and attend a weekly on-campus internship seminar. Prerequisite: senior standing and completion of at least 90 credits. *Offered every spring semester.*

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; LAS 341. *Offered every fall semester. Fulfills core requirement.*

LAS 451* Integrative Seminar in the Humanities 3

This course is an integrative seminar designed to bring together the various disciplines in the humanities to focus on a single theme. The theme, selected by the faculty, will be a universal concern found throughout history and in the modern world. Following a brief review of each discipline's ways to knowing, this course intensely explores how each discipline illuminates the theme. The seminar emphasizes the complementarities of multiple disciplinary perspectives on the selected topic, as well as exemplary integrative and interdisciplinary research in the area. *Offered every fall semester. Fulfills general education humanities elective requirement.*

LAS 452* Integrative Seminar in the Social Sciences 3

This course is an integrative seminar designed to bring together the various disciplines in the social sciences to focus on a single theme. The theme, selected by the faculty, will be a universal concern found throughout history and in the modern world. Following a brief review of each discipline's ways of knowing, this course intensely explores how each discipline illuminates the theme. The seminar emphasizes the complementarities of multiple disciplinary perspectives on the selected topic, as well as exemplary integrative and interdisciplinary research in the area. *Offered every fall semester. Fulfills general education social science elective requirement.*

LAS 495 Senior Seminar in Liberal Arts and Studies 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 one's own choosing, and to develop and defend answers to questions of interest to the student. This course also asks students to reflect on their particular education in the context of a cross-disciplinary program and consider their future aspirations. Prerequisite: completion of 90 credits. *Offered every spring semester.*

Mathematics

MTH 121* College Algebra 3

This course introduces the student to algebraic essentials necessary to progress to Precalculus I, MTH 151. Topics include variable expressions, linear equations and graphs, polynomials, factoring, polynomial equations, and rational expressions. *Offered every semester. Fulfills general education math elective requirement.*

MTH 125* Math for Liberal Arts 3

This course is designed for students in the humanities, social sciences, and performing arts. The process of mathematical thinking (inductive, deductive, and algorithmic) is emphasized. Throughout the course students will engage in solving several practical problems requiring the application of mathematics. Ideas explored will include: set theory (with Venn diagrams), units of measure, proportions, modeling techniques, basic steps in a statistical study, development and interpretation of graphs, linear and exponential growth and functions, probability, and logic. *Offered every semester. Fulfills general education math elective requirement.*

MTH 130* Introductory Statistics 3

Topics include descriptive statistics, measures of central tendency and dispersion, probability rules and probability distributions, the central limit theorem, and simple hypothesis testing. Application to real-world problems is stressed throughout the course. *Offered every semester. Fulfills general education math elective requirement.*

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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 121, MTH 125, MTH 130, or placement by math assessment exam, or permission of Department Chair. *Offered every semester. Fulfills general education math elective requirement.*

MTH 152* Precalculus II

This course provides an overview of those topics in algebra and trigonometry which 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: C- or better in MTH 151, placement by math assessment exam, or permission of Department Chair. *Offered every semester. Fulfills general education math elective requirement.*

MTH 238* Quantitative Analysis I

This course is designed to cover the mathematics concepts needed to understand and solve business problems. Topics include linear functions and graphs, systems of linear equations, matrices, inequalities, and linear programming. A strong emphasis is placed on mathematics of finance, and statistics in business. Applications to business and economics problems are stressed through the course. Prerequisite: C- or better in MTH 151, permission of Department Chair, or placement by math assessment. *Offered every fall semester. Fulfills general education math elective requirement.*

MTH 239* Quantitative Analysis II

Designed to introduce students to various quantitative techniques used in management, this course emphasizes the practical use of calculus in the solution of relevant business and economics problems. The material is technique-oriented rather than theory-oriented. Topics covered include nonlinear functions, differentiation, integration, optimization techniques, and applications. Prerequisite: C- or better in MTH 238, placement by math assessment exam, or permission of Department Chair. *Offered every spring semester. Fulfills general education math elective requirement.*

3 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'Hopital's Rule; and anti-derivatives. Prerequisite: C- or better in MTH 152, placement by math assessment exam, or permission of Department Chair. *Offered every semester. Fulfills general education math elective requirement.*

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 Department Chair. *Offered every spring semester. Fulfills general education math elective requirement.*

MTH 299 Special Topics in Mathematics 3

This course addresses a special topic in mathematics, using current theories in mathematics to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

Music**MUS 103* Introduction to Music 3**

This course provides students with an overview of music in the West, from its origins to current practice, by giving an introduction to basic musical concepts and terminology and developing the student's ability to listen to music through study and individual interpretation. Field Trips: \$60. *Offered every semester. Fulfills general education arts elective requirement.*

MUS 115/116 Musical Theatre Ensemble 1

Provides an opportunity for students to participate in public performances. Prerequisite: Audition. May be repeated for credit. *Offered every semester.*

MUS 121 Applied Music**1**

Twelve 25-minute instrumental or voice lessons. Open to all students. Instructors are selected by the Applied Music Coordinator. Fee: \$300. Prerequisite: Consent of the Applied Music Coordinator. May be repeated for credit. *Offered every semester.*

MUS 122 Applied Music**2**

Twelve 50-minute instrumental or voice lessons. Open to all students. Instructors are selected by the Applied Music Coordinator. Fee: \$600. Prerequisite: Consent of the Applied Music Coordinator. May be repeated for credit. *Offered every semester.*

MUS 181 Fundamentals of Music**3**

Skills of reading music, meter and rhythm, intervals, scales, and common chords, correlated sight-singing, and ear training. Students with previous music training may test out of the course, without receiving credit. *Offered every fall semester.*

MUS 243* American Musical Theatre**3**

Introduces and encourages the student to an exploration of the elements, form, and history of American Musical theatre. Emphasis on the various aspects of the Musical theatre, the student will learn the contribution of this theatrical genre to the world of theatre including the major musicals, their composers, lyricists, librettists, directors, choreographers, and performers. Student may receive credit for only one of the following courses: MUS 243 or MUS 143. Theatre tickets: \$75. *Offered every spring semester. Fulfills general education arts elective requirement.*

MUS 299 Special Topics in Music**3**

This course addresses a special topic in music, using current theories in music to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

Peer Tutoring

PTU 102 Introduction to Peer Tutoring**1**

Students train to become peer tutors in Dean's Learning Center or Writing Center. At weekly seminar meetings students will deal with the role and responsibilities of a tutor, how to carry out and evaluate sessions, and the development of skills that make students more effective tutors. An excellent course for students interested in becoming teachers, counselors, or social workers. This course may be repeated for credit. *Offered every semester.*

PTU 122 Peer Tutoring II**2**

A continuation of PTU 102. Students will further develop tutoring skills, and increase their knowledge of learning and teaching styles. Students who complete PTU 102 and 122 are eligible to apply for work study jobs as peer tutors in the Learning Center or Writing Center. This course may be repeated for credit. *Offered every semester.*

Philosophy

PHL 100 Critical Thinking**3**

This course is designed to help students develop their skills in critical thinking, problem-solving, perception, believing and knowing, and the use of language as a system and a tool. This course is further designed to help students analyze, synthesize, evaluate arguments, and construct their own arguments in problem-solving. *Offered every fall semester. Fulfills DEAN 100 requirement for bachelor degree students and Honors students.*

PHL 101* Introduction to Philosophy**3**

This course is an introduction to philosophical analysis through consideration of questions regarding the relation of mind and body, the ways of knowing facts and ideas through scientific value theories, and through the study of social sciences, aesthetics, ethics and natural sciences, and questions regarding the meaning of life. A survey of philosophical thinking of these questions and their present relevance to the natural and social sciences and personal decision making is emphasized through the reading of philosophical essays and literature and group discussion. *Offered every semester. Fulfills general education philosophy/religion elective requirement.*

E

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 work place. *Offered every spring semester. Fulfills general education philosophy/religion elective requirement.*

PHL 120* Business Ethics

This course introduces students to the subject of ethics and how ethics finds particular application in the field of business. Students will briefly discuss the following ethical views: Cognitivism vs. Non-Cognitivism, Utilitarianism, Deontology, Egoism, and Virtue Ethics. These views will then be applied to the following business related topics: corporate responsibility; employee responsibility; employer-employee relations; marketing; technology and privacy; and affirmative action, among others. *Offered every spring semester. Fulfills general education philosophy/religion elective requirement.*

PHL 125* Biomedical Ethics

This course will survey the theoretical and practical background of some major controversies within the field of biomedicine. The major controversies covered by the course can be divided into categories of "rights" topics, "controls" topics, and "resources" topics. As regards the first, students will know the issues of, and potential solutions for, fair treatment of minorities, the rights and responsibilities of patients and practitioners, and proper medical research methods. With the second, students will know the issues of, and potential solutions to, questions of social regulation of genetic research/therapy and reproductive technology. As regards the third, students will know the relevant points about, and potential solutions to, questions of allocating scarce resources and claims to health care as a right. *Offered every spring semester. Fulfills general education philosophy/religion elective requirement.*

3 PHL 215* Comparative Religions 3

This course is intended to introduce the student to the religions of the world with an emphasis on Hinduism, Buddhism, Islam, Judaism, and Christianity. Through a systematic and objective investigation of the key beliefs, practices, and cultural implications of each of these religions, the student 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. *Offered every semester. Fulfills general education philosophy/religion elective requirement.*

PHL 299 Special Topics in Philosophy 3

This course addresses a special topic in philosophy, using current theories and classical paradigms in philosophy 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. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

PHL 399 Special Topics in Philosophy 3

This course addresses special topics in philosophy, using current theories in philosophy 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. Prerequisite: Junior standing and completion of an introductory course in philosophy, or permission of the Department Chair. *Offered on an as-needed basis.*

Physical Science

PSC 125* Meteorology 4

This course will introduce the principles governing the formation of predictable short- and long-term weather patterns in the Earth's atmosphere. Topics include the structure of the Earth's atmosphere, solar energy as the driving force of weather, weather measurements, clouds, air masses and fronts, data collection, and weather forecasting. The role of the sun and wind in energy generation will also be considered. Meets for three lecture hours and two laboratory hours per week. Lab Fee: \$75. *Offered in the spring semester in odd-numbered years on an as-needed basis. Fulfills general education lab science requirement.*

PSC 181* Environmental Science 4

Will Earth be able to support 12 billion human beings by the year 2050? Can changes in the way one person uses energy or recycles really help save the environment? Environmental science is an interdisciplinary science that focuses on the interactions between humans and our environment. This course will expose the student 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. Laboratory exercises will help students understand theoretical principles and provide useful analytical skills. Students will research a topic selection in consultation with the instructor and will present results in a poster session or PowerPoint presentation at the conclusion of the semester. Lab Fee: \$75. *Offered every fall semester. Fulfills general education lab science elective requirement.*

PSC 299 Special Topics in Physical Science 3

This course addresses a special topic in physical science, using current theories in the physical sciences to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

Political Science**POL 211* American Government 3**

An analysis of American democratic institutions and the process of government including such topics as: the Constitution; the principles and philosophies that underline 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. *Offered every semester. Fulfills general education social science elective requirement.*

POL 215 Civil Rights and Liberties 3

The study of law governing American civil rights and liberties, primarily through decisions of the United States Supreme Court, in a political and historical context. Emphasis will be on the following areas: First Amendment freedoms of expression (speech, press, assembly); freedom of religion; equal protection of the laws and discrimination (race, gender, class, sexual orientation, and disability); the right to privacy; and the rights of the criminally accused. *Offered on an as-needed basis.*

POL 299 Special Topics in Political Science 3

This course addresses a special topic in political science, using current theories in political science to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

Psychology**PSY 111* General Psychology 3**

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. *Offered every semester. Fulfills general education social science elective 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 DSM-IV-TR in diagnosing disorders; the DSM-IV-TR 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. *Offered every fall semester. Fulfills general education social science elective requirement.*

**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: pre-natal; 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. *Offered every spring semester. Fulfills general education social science elective requirement.*

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. *Offered every spring semester. Fulfills general education social science elective requirement.*

PSY 230* Cross-Cultural 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. *Offered every spring semester. Fulfills general education social science elective requirement.*

PSY 234* Educational Psychology 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 socioemotional development upon learning; understanding the impact of diversity in intelligence, learning and teaching styles; and factors of motivation and management in the classroom. Prerequisite: PSY 111. *Offered every fall semester. Fulfills general education social science elective requirement.*

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. *Offered every spring semester. Fulfills general education social science elective requirement.*

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. Prerequisite: Sophomore standing and PSY 111, or permission of the Department Chair. *Offered on an as-needed basis.*

PSY 330* 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 you 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. *Offered on an as-needed basis. Fulfills general education social science elective requirement.*

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. *Offered on an as-needed basis. Fulfills general education social science elective requirement.*

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; junior standing or permission of the instructor and the Department Chair. *Fulfills general education social science elective requirement.*

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. *Fulfills general education social science elective requirement. Offered every fall semester.*

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. Prerequisite: Junior standing and PSY 111, or permission of the Department Chair. *Offered on an as-needed basis.*

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. *Offered every semester. Fulfills general education social science elective requirement.*

SOC 203* Sociology of the Family**3**

This course examines the family as one of the most important social institutions of society. Topics such as religion and values, heritage, marriage, gender roles, children, and the extended family will be studied and discussed. Prerequisite: SOC 113. *Offered every spring semester. Fulfills general education social science elective requirement.*

SOC 215* Sociology of Race and Ethnicity**3**

This course examines racial and ethnic minorities in the United States and other countries, including the different ways in which minority-dominant group and minority-minority group relations are created, structured, and become institutionalized in society, and their patterns of social interaction. Included is an investigation of various explanations for the ways these relations work out in different societies and between groups. Specifically, the course emphasizes understanding the social, demographic, economic, political, and historical forces that have resulted in the unique experiences of different groups of Americans. Prerequisite: SOC 113. *Offered every fall semester. Fulfills general education social science elective requirement.*

SOC 217* Sociology of Sex and Gender**3**

An introduction to a critical approach to examining the social construction of sex and gender. Topics include: analysis of sex/gender systems; perspectives on gender inequality; the role of social institutions such as family, economy, and media in shaping multiple experiences of gender; and the characteristics of gender relations on society. Prerequisite: SOC 113. *Offered every fall semester. Fulfills general education social science elective requirement.*

SOC 219* Sociology of Sport**3**

This course examines the social and cultural history of sport and how it influences and is influenced by institutions such as politics, the economy, religion, and government. Focus will also be placed on issues such as race and ethnicity, gender, social class, social deviance and problems, the media, and youth socialization as they relate to sport. *Offered every spring semester. Fulfills general education social science elective requirement.*

E

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. *Offered every spring semester. Fulfills general education social science elective requirement.*

SOC 299 Special Topics in Sociology**3**

E This course addresses a special topic in sociology, using classical and contemporary sociological theories 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. Prerequisite: Sophomore standing and SOC 113, or permission of the Department Chair. *Offered on an as-needed basis.*

SOC 315* Sociology of Education**3**

This course will examine the relationships between education and society by reviewing a variety of theoretical perspectives and empirical studies. Topics include social mobility and stratification; social reproduction; the dynamics of race, class, and gender in education; social capital; the student teacher relationship; teaching as a profession; school choice; and higher education. Prerequisite: SOC 113. *Offered on an as-needed basis. Fulfills general education social science elective requirement.*

SOC 325* Health, Illness, and Society**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. Prerequisite: SOC 113. Student may receive credit for only one of the following courses: SOC 325 or SOC 225. *Offered on an as-needed basis. Fulfills general education social science elective requirement.*

SOC 330* Mass Media and Society**3**

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. *Offered on an as-needed basis. Fulfills general education social science elective requirement.*

SOC 335* Global Sociology**3**

Global Sociology is a course designed to apply sociological knowledge and learn and utilize a sociological perspective—or what C. Wright Mills called “the sociological imagination.” A sociological imagination presumes that we think beyond ourselves and place ourselves into an ever-changing world. Students will be able to share basic knowledge on sociological concepts, as well as methods and theory, to begin to establish a comparative angle between the United States and other countries through sociological topics, and to apply the concept of globalization to the study of sociology. Prerequisite: SOC 113. *Offered on an as-needed basis. Fulfills general education social science elective requirement.*

SOC 399 Special Topics in Sociology**3**

This course addresses special topics in sociology, using current theories in sociology 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. Prerequisite: Junior standing and SOC 113, or permission of the Department Chair. *Offered on an as-needed basis.*

Speech

SPC 111 Public Speaking**3**

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

Sport/Fitness

SFL 130 Lifeguard Training 1

American Red Cross certification in lifeguard training and water safety techniques. (See SFL 155 and SFL 156.) *Offered every spring semester.*

SFL 132 Archery .5

Selection and care of tackle, shooting, scoring, history, and general archery knowledge. *Offered every spring semester.*

SFL 133 Badminton .5

Basic skills in various strokes, serving, receiving, strategy, singles and doubles play, rules, and general badminton knowledge. *Offered every fall semester.*

SFL 135 Basketball .5

Practice in fundamental skills, strategy and team play, rules, interpretation, conditioning, and refereeing. *Offered every spring semester.*

SFL 139 Core Training I .5

This professional activity course provides instruction on the training principles and techniques used for flexibility, core strength and stability, and balance. The course is designed to introduce students to basic concepts of functional flexibility and stability for a variety of applications. Students will learn to perform basic strength, flexibility, core and balance training exercises, and to demonstrate safe and effective techniques. *Offered every spring semester.*

SFL 143 Core Training II .5

This professional activity course provides instruction on intermediate and advanced training principles and techniques used for flexibility, core strength and stability, and balance. The course is designed to allow students to appropriately structure progressive exercise sessions for chosen applications and give students the confidence to structure exercise sessions for one person, two people, or circuit groups. *Offered every spring semester.*

SFL 144 Lacrosse .5

Stick work, all individual skills, team play, and position practice. Rule interpretation and conditioning is stressed. *Offered every fall semester.*

SFL 152 Soccer .5

Techniques of kicking, passing, dribbling, heading, strategy and team play, rules interpretation, refereeing, and conditioning are practiced. *Offered every spring semester.*

SFL 153 Softball .5

Basic fundamentals of batting, fielding, catching, position play, base running, strategy, and team play. *Offered every fall semester.*

SFL 155 Swimming I .5

Advances the elementary swimmer to perform all the basic strokes and dives at an intermediate level. *Offered every semester.*

SFL 156 Swimming II .5

Advanced swimming and diving techniques perfected. *Offered every semester.*

SFL 158 Volleyball .5

Elementary and advanced skills in passing, setting, spiking, blocking, rules interpretation, conditioning, strategy, and team play. *Offered every fall semester.*

SFL 160 Weight Training .5

Offers instruction in the various forms and techniques of weight training. Includes procedures for developing individual and team programs. *Offered every spring semester.*

SFL 161 Aerobic Fitness Skills I .5

An introduction to the physiology and psychology of using various activities to attain cardiovascular fitness. Activities will include jogging, walking, swimming, rhythmic movements, and other areas. *Offered every spring semester.*

SFL 162 Golf .5

A skills course designed to teach students how to perform and teach the basic fundamentals of golf. Topics to be covered will be swing mechanics, rules, etiquette, and equipment selection. Lab Fee: \$10. *Offered every fall semester.*

SFL 168 Advanced Weight Training .5

This course builds on the basic skills and techniques learned in Weight Training (SFL 160). Emphasis is placed on: testing and measuring for levels of muscle strength, muscle endurance, and muscle power; writing a program to improve muscle strength, endurance and power; the use of single-joint and multi-joint exercises to achieve personal goals; and the use and importance of "periodization" in developing a personal weight training program. Prerequisite: C- or better in SFL 160. *Offered every spring semester.*

E

SFL 170 First Aid and Safety/CPR/AED 3

Designed to give students the practical knowledge and skills that will allow them to care for both themselves and others in the event of sudden illness or injury. Concepts of safety education and legal liability are examined in detail. Successful completion of the course can lead to certification in First Aid (American National Red Cross) and basic life support CPR (American Heart Association). Lab Fee: \$25. *Offered every semester.*

SFL 172 Introduction to Sport Management 3

E An introduction to the professional field of sport management and administration, and its place in society. Covers the role of the administrator in various sports settings, expected areas of responsibility, and opportunities for placement within the field. *Offered every spring semester.*

SFL 174 History and Philosophy of Sport and Physical Activity 3

This survey course provides an overview of the historical development of physical activity and sport from primitive cultures to modern societies. Emphasis will be placed on the people, events, institutions, and philosophies affecting the development of sport and physical activity in North America. *Offered every semester.*

SFL 200A Athletic Training Internship 1

This course offers direct and supervised experience in the athletic training setting providing students with the opportunity to apply the skills acquired in their course of study. Prerequisite: Sophomore standing. This course may be repeated for credit. *Offered every semester.*

SFL 200S Sport Management Internship 1

This course offers direct and supervised experience in the sport management setting providing students with the opportunity to apply the skills acquired in their course of study. Prerequisite: Sophomore standing. This course may be repeated for credit. *Offered every fall semester.*

SFL 234 Nutrition and Food Science 3

Fundamental concepts of the science of nutrition with application to the health educator. Special emphasis will be placed on understanding the relationship of basic nutritional practices and the quality of an individual's life. Additionally, the process of nutrition as it changes through life will be discussed. *Offered every spring semester.*

SFL 241 Care and Prevention of Athletic Injuries 4

This course is designed for Sport/Fitness majors, especially those concentrating in Athletic Training in the second year, and focuses on upper and lower extremity evaluations, injury prevention techniques, and basic treatments for athletic injuries under the strict supervision of a licensed athletic trainer. This course meets for three lecture hours and two laboratory hours per week. Lab Fee: \$30. *Offered every fall semester.*

SFL 260 Fundamentals of Physical Fitness and Conditioning 3

Introduces the principles and practices of physiological conditioning in both the classroom and the field laboratory. Emphasis is not placed on developing student physical fitness, but on understanding the components of physical fitness and how these relate to the field of health, physical education, and recreation. *Offered every fall semester.*

SFL 281 Personal and Community Health 3

Presents the foundation of health principles and practices, and is adapted to the needs of future teachers and coaches. With an understanding of physiological hygiene, students will make a better contribution to the youth of the community with whom they expect to work. Preventive measures as applied to community health programs are studied. *Offered every spring semester.*

SFL 299 Special Topics in Sport/Fitness Studies 3

This course addresses a special topic in sport/fitness studies, using current theories from this discipline to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisite: Sophomore standing and completion of an introductory course in the discipline, or permission of the Department Chair. *Offered on an as-needed basis.*

SFL 305 Organization and Administration of Sport 3

This course will review the principles of organizational structure and behavior within sport organizations. Topics will include leadership and management principles, program planning and promotion, human resource management, public relations, financial management, fund-raising, legal issues, and facility and event management. Prerequisite: SFL 174; SFL 172. *Offered every fall semester.*

SFL 400 Sport Management Internship 3

Practical experience in recreation and sport management through selected sport or recreation organizations. The internship is designed to provide students with the opportunity to make application of theories and concepts learned in the classroom in a professional setting. Internships also provide students with the opportunity to network and make contacts that will assist them in obtaining professional employment following graduation. The course requires that you spend at least 120 hours at the internship site, and attend a weekly on-campus internship seminar. Prerequisite: Senior standing or approval of the Dean of the School of Business. *Offered on an as-needed basis.*

SFL 405 Sport Law 3

This course is designed to cover representation of the professional athlete in contract negotiations and endorsements, related intellectual property matters, the player-club contractual relationship, anti-trust and collective bargaining issues in amateur and professional sports, and sports tort liability. Prerequisite: SFL 305. *Offered every fall semester.*

Theatre

THA 111* Introduction to Theatre 3

An introductory survey of the history, technique, dramatic literature, and the art of dramatic performance. The emphasis is on audience understanding of the elements influencing performance. Students will be exposed to various theatrical styles by seeing theatrical performances both on and off the Dean campus, and will analyze the productions with written critiques. Theatre tickets: \$75. *Offered every semester. Fulfills general education arts elective requirement.*

THA 115 Voice and Movement 3

Introductory material on anatomy, breathing, and articulation; care and maintenance of body and voice. Exercises in breaking habitual physical and vocal patterns that inhibit emotional expression. Exercises in ensemble movement techniques. Students will be frequently videotaped in order to assess progress in voice and movement techniques. *Offered every fall semester.*

THA 140 Speech and Articulation 3

This course is designed for the student who wishes to attain a level of confidence and expertise in utilizing oral communication skills. Vocal techniques of breathing, resonance, placement, quality, pitch, inflection, and articulation will be explored and applied to text in the form of monologues. Prerequisite: THA 115 (Voice and Movement) or permission of the Dean of the School of Dance and the Arts. *Offered every spring semester.*

THA 131 Technical Production I: Stagecraft 3

A basic course in stagecraft. The principles and techniques of building, basic design, drafting, rigging, and shifting stage scenery are studied during this semester. Class work is supplemented by laboratory hours arranged in conjunction with Dean College theatre productions. *Offered every fall semester.*

THA 132 Technical Production II: Lighting 3

A basic course in stage lighting. The principles of lighting design and the methods and materials of rigging theatrical lighting instruments are studied. Class work is supplemented by laboratory hours arranged in conjunction with Dean College theatre productions. *Offered every spring semester.*

THA 150 Stage Combat 3

A fundamental approach to the art of stage combat stressing principles of safety, form, choreographic conception, and execution. A variety of combat disciplines (including unarmed combat) will be explored. Emphasis is on eventual application in a performance environment. *Offered on an as-needed basis.*

THA 224 Rehearsal and Performance 1-3

Rehearsal and Performance areas could include: acting, costume, directing, tech, front office, and pit orchestra. Participation in a substantial capacity in theatre or musical theatre production is required. Each credit represents approximately 40-50 hours dedicated to the project. The student will enroll in the quarter in which the project is to be completed. The course may be repeated; however, any credits of Rehearsal and Performance above and beyond the one credit required for the major cannot be used to fulfill free elective requirements. This course may not be taken concurrently with DAN 224 offerings. *Offered every semester.*

E

THA 233 Acting I: Improvisation and Text Analysis 3

An introductory performance course combining the use of improvisation to free the actors ability to access their full potential and the fundamentals of script analysis in approaching, rehearsing, and realizing the performance of text. Exercises, theatre games, monologues, and scenes are explored and rehearsed for presentation. Prerequisite: THA 140. *Offered every fall semester*

THA 234 Acting II: Character Study 3

E An exploration of acting through the practical application of physical, vocal, and script analysis techniques in the rehearsal and performance of assigned scenes from 20th century theatre. Exercises, methods, and scene presentations will be discussed and critiqued by the class. Prerequisite: THA 233. *Offered every spring semester*

THA 299 Special Topics in Theatre 3

This course addresses a special topic in theatre, using current theories from this discipline to analyze that topic. Through comprehensive readings, students' ability to think critically about the topic and the discipline will be developed. A research paper or project will be required. Prerequisites: Sophomore standing and completion of an introductory course in the discipline, or permission of the Dean of the School of Dance and the Arts. *Offered on an as-needed basis.*

THA 310* Dramatic Theory and Criticism 3

This course introduces the student to the research and analysis of plays and performances in terms of theory as it pertains the realms of Classical European and World Theatre, through the introductions of standard critical and dramaturgical protocols. Prerequisite: THA 311, ENG 261, ENG 301. *Offered every spring semester. Fulfills general education arts elective requirement.*

THA 311* History of Theatre: Origins to 17th Century 3

This course is designed to give the student a comprehensive overview of the history of the theatre, from its beginnings through the Renaissance, including historical periods, playwrights, plays, social and political conditions, and acting styles. This course will allow the student to do individual investigations into a variety of topics relevant to the various historical periods. Prerequisite: Junior or senior standing. Course Fee: \$75. *Offered every fall semester. Fulfills general education arts elective requirement.*

THA 312* History of Theatre: 17th Century to Present 3

A chronological study of Western theatre from the middle 17th century to the present. A selection of plays from representative playwrights will be read and discussed with an emphasis on the social, cultural, and theatrical contexts within which these playwrights lived and worked. Prerequisite: Junior or senior standing. Course Fee: \$75. *Offered every spring semester. Fulfills general education arts elective requirement.*

THA 324 Theatrical Staging and Direction 3

Introduction to stage direction from script selection to the final stage production. Areas to be covered include the theory of play analysis and interpretation, director's development of concept and composition, communication with actors and designers, staging techniques, and rehearsal methods and procedures. Theoretical application will include assigned exercises for student directors to present scenes that are analyzed and critiqued. Prerequisite: One Theatre course – THA 111 or higher. *Offered every fall semester.*

THA 331 Technical Production III: Costume and Make-up for the Stage 3

The course introduces the student to the history, design, coordination, and management of Stage Costume and Make-up. Students will explore the varying aspects of stage costume and make-up through its history and design. The students will explore the progression of costume as it affected world theatre through in-depth examination of designers, productions, and collections. Prerequisite: Junior standing or permission of the Dean of the School of Dance and the Arts. Course Fee: \$75. *Offered every fall semester*

THA 333 Acting III: Scene Study 3

A deeper exploration of techniques and concepts begun in Acting I and II including script analysis, character study, vocal and physical techniques through the application of exercises and concepts in intense scene work from a challenging variety of scenes drawn from classic dramatic literature including Shakespeare, Moliere, Wilde, Shaw, Chekov, and Ibsen among others, with a variety of scene partners. Prerequisite: THA 234. *Offered every spring semester*

- THA 399 Special Topics in Theatre 3**
This course addresses special topics in theatre, using current theories in theatre and drama 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. Prerequisites: Junior standing and completion of an introductory course in the discipline, or permission of the Dean of the School of Dance and the Arts. *Offered on an as-needed basis.*
- THA 401 Senior Capstone/Project 3**
Theatre majors will reflect, conceive, research, format, provide a protocol, and assess outcomes in a formal paper—a project that exhibits their collective academic and artistic experiences over their 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. Upon completion of this project, the student must orally defend her/his process before a panel assigned by the department who will assess and grade the work in total. Prerequisite: ENG 331 and THA 415. *Offered every spring semester*
- THA 411* Playwriting 3**
A practical and theoretical approach to the art of writing plays. Students will read numerous examples of contemporary playwrights as well as engage in writing exercises, culminating in the writing of a one-act play. Scenes from the plays will be rehearsed and performed in the class. *Offered on an as-needed basis. Fulfills general education arts elective requirement.*
- THA 412 Theatre Practicum 3**
Theatre majors are expected to create (under the supervision of a faculty member) and take part in a project assignment within the confines of productions (usually two) within the semester. Offers experience in acting, management, scholarship, and phases of technical theatre (scenery, props, costume, lighting, sound, and production coordination). Prerequisite: Junior or Senior Standing. Permission of the Dean of the School of Dance and the Arts. *Offered on an as-needed basis.*
- THA 415 Theatre Pedagogy 3**
Part I of this course will focus on current pedagogical theory and practice to assist the student in securing work as scholars or artists in higher education or professional institutions. Students will engage in dialogue that examines issues facing theater and dance programs within the broader mission of colleges/universities. Students will explore the various concentrations of vibrant theater and dance programs and the opportunities they offer to the student, faculty, academic, regional, and national community. Social and cultural impact, and political and financial conflict is the core of our debate as we seek protocols that inform, enhance, and challenge the ways in which we teach and learn in and out of the classroom. Part II centers on practices: how to develop courses in your area of expertise and “generalist” courses; how to create a syllabus and structure assignments; how to discover and define your “style” as a lecturer, facilitator, and practitioner; how to grade and assess student work; how to create a student-centered atmosphere; how to write your own teaching philosophy; how to describe your teaching skills and commitments to potential employers; and more. Prerequisite: THA 310, THA 312. *Offered every fall semester.*
- THA 424 Theatrical Staging and Direction II 3**
A deeper exploration of techniques and concepts begun in Theatrical Staging and Direction I; includes play selection, casting, principles of staging, script analysis, working with actors, and thematic interpretation. Emphasis on selecting a one-act play for production, casting, rehearsing, and presenting the play in a public performance. Prerequisite: THA 324, THA 431, or permission of the Dean of the School of Dance and the Arts. *Offered every spring semester.*
- THA 425 Auditioning and Interviewing 3**
Theory and practice of auditioning for stage, film, and video; resume writing and job finding strategies for performing artists. Skills necessary to transition from college to career will also be covered, including tax preparation, self-marketing, and networking. Prerequisite: completion of 90 credits or permission of the Dean of the School of Dance and the Arts. Course Fee: \$350. *Offered every fall semester.*

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THA 430 Children's Theatre 3

Theory and practice of producing theatre for children – both performing for young audiences and working with young performers in schools and in religious and youth organizations. Includes the selection and adaptation of material, auditioning, rehearsing, directing, technical support, and promotion.

Offered on an as-needed basis.

THA 431 Technical Production IV: Stage Management 3

E This course will be a thorough analysis of the technical and organizational aspects of stage management. The focus of the course is the stage manager's process to include, but not limited to: preparing for and running the rehearsal and performance processes as well as an overview of general responsibilities, Actors' Equity contract rules, and conflict resolution concepts. Prerequisite: THA 131 and THA 331. *Offered every spring semester.*

THA 434 Acting IV: Acting for the Camera 3

A practical application of truthful acting techniques adapted to the unique demands of film and television. Students will work on scenes for sitcom, daytime drama, episodic television, commercials, and film. Actual scripts from each genre will be provided. Prerequisite: THA 333; or permission of the Dean of the School of Dance and the Arts.

Offered every spring semester.

*** Denotes General Education Courses.**

The complete general education list is provided on page 137.

GENERAL EDUCATION LIST

Arts

ART 101	Introduction to Visual Art
COM 121	Introduction to Mass Media
DAN 201	Dance History I – World Dance
DAN 301	Dance History II – 20th Century Dance
ENG 220	Creative Writing: Non-Fiction
ENG 221	Creative Writing: Fiction and Poetry
MUS 103	Introduction to Music
MUS 243	American Musical Theatre
THA 111	Introduction to Theatre
THA 310	Drama Theory and Criticism
THA 311	History of Theatre I
THA 312	History of Theatre II
THA 411	Playwriting

History

HIS 111	United States History to 1877
HIS 112	United States History – 1877–1945
HIS 151	History of World Civilizations I, to 1500
HIS 152	History of World Civilizations II, 1500–1920
HIS 213	Contemporary United States History
HIS 253	Contemporary European History (1920 to present)
HIS 335	Women's Voices: A History of Women in America
HIS 345	History of North American Indians
HIS 355	African-American History
HIS 395	History of Blues Culture

Lab Science

BIO 151	General Biology – The Cell
BIO 152	General Biology – Organisms
BIO 155	Human Biology and Reproduction
BIO 171	Human Anatomy and Physiology I
BIO 172	Human Anatomy and Physiology II
BIO 175	Anatomy for Dancers
BIO 183	Ecology
BIO 211	Microbiology
CHM 151	General Chemistry I
CHM 152	General Chemistry II
PSC 125	Meteorology
PSC 181	Environmental Science

Literature

ENG 215	Contemporary Literature
ENG 217	Social Issues in Literature
ENG 231	American Literature to 1860
ENG 232	American Literature from 1860
ENG 260	Introduction to Poetry
ENG 261	Dramatic Literature
ENG 270	Literature by Women Writers
ENG 277	Mythology/Folklore
ENG 285	Introduction to the Short Story

ENG 290	Literature of Baseball
ENG 295	Children's Literature
ENG 301	Shakespeare
ENG 355	Literary Modernism
ENG 356	Humor in American Literature
ENG 363	Literature of the Bible
ENG 365	Cinema: Films from Literature
ENG 375	U.S. Latino Literature
ENG 401	Classics of World Theatre

Mathematics

MTH 121	College Algebra
MTH 125	Math for Liberal Arts
MTH 130	Introductory Statistics
MTH 151	Precalculus I
MTH 152	Precalculus II
MTH 238	Quantitative Analysis I
MTH 239	Quantitative Analysis II
MTH 241	Calculus I
MTH 242	Calculus II

Philosophy

PHL 101	Introduction to Philosophy
PHL 115	Ethics
PHL 120	Business Ethics
PHL 125	Biomedical Ethics
PHL 215	Comparative Religions

Social Science

BUS 337	Organizational Behavior
CRM 110	Introduction to Criminal Justice
CRM 124	Juvenile Justice
CRM 163	Criminology
ECO 111	Principles of Economics – Macro
ECO 112	Principles of Economics – Micro
GEO 111	World Geography
POL 211	American Government
PSY 111	General Psychology
PSY 201	Abnormal Psychology
PSY 202	Human Development: A Lifespan Perspective
PSY 211	Child Psychology
PSY 230	Cross-Cultural Psychology
PSY 234	Educational Psychology
PSY 241	Adolescent Psychology
PSY 330	Social Psychology
PSY 332	Personality
PSY 334	Brain and Behavior
PSY 335	Psychology of Sport
SOC 113	Introduction to Sociology
SOC 203	Sociology of the Family
SOC 215	Sociology of Race and Ethnicity
SOC 217	Sociology of Sex and Gender
SOC 219	Sociology of Sport
SOC 220	Social Problems
SOC 315	Sociology of Education
SOC 325	Health, Illness, and Society
SOC 330	Mass Media and Society
SOC 335	Global Sociology

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Beyond the Classroom: Student Development



STUDENT DEVELOPMENT AND RETENTION

The Office of Student Development and Retention coordinates a vast array of co-curricular and extra-curricular programs and services designed to enhance and support students' academic, social, and personal growth. Together with the Office of Academic Affairs, the Office of Student Development and Retention works to assist students to develop skills necessary for success at Dean College and beyond.

Athletics and Recreation

Dean's intercollegiate athletic program encompasses ten varsity sports for men and women. Dean College is the only two-year college in the New England region that offers football and men's and women's lacrosse. The teams compete against two-year colleges in the New England region, as well as other institutions in the Northeast states. Dean is a member of Region XXI (New England) of the National Junior College Athletic Association (NJCAA), offering opportunities for individual and team recognition, as well as possibilities for post-season play.

The athletic program is dedicated to nurturing the athletic and academic growth of the individual. The academic monitoring system and close personal attention paid to the student athlete insure that she/he receives the support necessary to experience positive results on the playing field and in the classroom.

Varsity sports for men:

Baseball
Basketball
Football
Golf
Lacrosse
Soccer

Varsity sports for women:

Basketball
Lacrosse
Soccer
Softball

Athletic Facilities

Featured at the Grant F. Longley Athletic Field complex is a 1,000-seat game field, used for competition soccer, lacrosse, and football. Longley also houses the baseball and softball fields. Pieri Gymnasium, home of the "Bulldogs" basketball teams, seats 600 for home activities. The College will

have two on-campus fitness centers in 2011- 2012. The fitness centers feature state-of-the-art cardiovascular equipment, and a full line of strength training equipment. In addition, a large, fully-equipped training room is provided for injury prevention and rehabilitation.

Athletic Scholarships

Dean offers performance-based partial scholarships for athletes who exhibit outstanding athletic ability. Coaches evaluate potential scholarship recipients through personal visits, actual game observation, videotapes, and high school coaches' recommendations.

Recreational and Intramural Activities

Dean provides recreational opportunities through open gym time as well as structured intramural activities based on student interests. Activities include basketball, kickball, volleyball, dodgeball, and wiffleball. Women's, men's, and co-ed teams participate in these activities.

Strength training and aerobic conditioning, basketball, and swimming are among the most popular free-play activities.

Counseling Services

Counseling Services offers individual and group counseling provided by a staff of independently licensed mental health clinicians. Counselors also provide educational programming on campus and offer consultation to staff, faculty, and parents on topics ranging from typical college stressors to crises evaluation when clinicians will facilitate referrals to Arbour Counseling Services of Franklin and other local psychiatrists for medication assessments, psycho-diagnostic testing, and additional off-campus personal counseling as needed. Arbour Counseling Services offers a comprehensive range of outpatient mental health services.

The College reserves the right to require the withdrawal of any student whose physical or psychological condition is determined to be unsatisfactory or detrimental to the best interest of the College or student.

Health Services

Dean College Health Services is a satellite facility of the Milford Regional Medical Center (MRMC). The Medical Center, located approximately ten miles from campus, is a major affiliate of UMass Medical Center of Worcester. Health Services is staffed by board-certified and licensed nurse practitioners who provide episodic and preventive health care to

students with the goal of helping students develop health-enhancing behaviors. Students needing more extensive medical services will be referred to Franklin Primary Care at the Franklin Medical Center, located one mile from campus. Students also have access to an extensive directory of physicians and services within the MRMC network. This offers students a wide variety of specialty care and outpatient centers dedicated to the ongoing health and wellness of their patients. This partnership provides students with quality health care both on and off campus.

Health Insurance

Massachusetts State law requires every full-time and certain part-time students to participate in a qualifying student health insurance program (QSHIP) or in a health insurance plan with comparable coverage. At Dean College, students will be automatically enrolled in and charged for the school QSHIP Insurance Plan, unless proof of other health insurance coverage is provided. If a student has a private qualifying health insurance plan, then he or she must complete the online Dean College Health Insurance Waiver Form, available on the Dean College website. Once the online waiver form has been submitted, Dean College will review the waiver request; if the student's private insurance plan meets Massachusetts state QSHIP requirements, the School QSHIP Insurance Plan charge will be removed from the student's account.

Mandatory Health Form

Dean College, in accordance with the Massachusetts Department of Health, requires the completion of mandatory health and immunization forms by all students, both resident and commuter. Students must complete the mandatory health form and certificate of immunization in order to avoid a registration hold or late fee. The forms are available in registration packets and also on the Dean College website.

Public Safety

The Public Safety Department functions 24 hours a day, seven days a week, providing safety and security on the campus through proactive crime prevention programs and enforcement of College policies and local, state, and federal laws.

The Department, lead by the Director of Public Safety, consists of ten sworn police officers. Officers receive their general authority from either the Commonwealth of Massachusetts (General Laws Chapter 22c Section 63) or the Town of Franklin. Their training has been secured through the Municipal Police Institute, Massachusetts State Police, South Suburban Police Institute, and/or

Securitas Security Systems USA, Inc. The Department works closely with the Franklin Police and Franklin Fire Departments on matters of safety and security, both on campus property and in the Franklin community.

Residence Life

Our Residence Life program provides a living/learning environment that promotes the educational mission of the College as well as the personal and social growth and development of each student. A variety of living arrangements are available to resident students, including traditional residence halls, independent houses, suite-style living, gender-specific residence halls, and high-end condominium units. Our largest building houses 141 students and our smallest housing option is for 12 students. New students are asked to complete a housing questionnaire that identifies special interests and preferred living arrangements. The questionnaire is used to match student interests when rooms are assigned and is available on the Dean College website.

Each residential area is supervised by an Area Coordinator and/or Resident Director who lives in the hall. Student Community Advisors reside on individual floors of large buildings, and serve as peer mentors and leaders for our communities. Residence Life provides students with opportunities to make connections and to gain a better understanding of their rights and responsibilities, where there is an appreciation of, and respect for, individual differences. The Residence Life staff promotes and encourages responsible behavior and strives to build communities that are conducive to academic and personal development. Each residence area offers academically enriching events and social activities throughout the year.

Residing on Campus

All accepted full-time students, including juniors and seniors in a bachelor program, are required to reside on campus. Students are permitted to reside off-campus if they are living at home with a parent or guardian or can provide proof of independent status. Based on government regulations, a student must be at least 24 years of age to qualify for independent status, or be verified as such by the Center for Student Administrative Services. Students requesting to change their residential status must do so by the end of the fourth week of the semester. New students are housed based on date of enrollment deposit and clearance of their bill. While all students are guaranteed housing, a student may not receive their first choice if they do not complete these steps

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in a timely manner. Returning students have the opportunity to participate in Housing Selection, generally in April, to select their room. In order to participate, students must have paid their enrollment deposit and pre-registered for classes.

Student Activities and Leadership Development

Students are encouraged to take an active role in the College community by participating in one or more of 20 recognized and active clubs and organizations, recreational programs, performance groups, and special committees. Several different types of programs and events are sponsored by the Student Activities Committee (SAC). Along with SAC, other student clubs and organizations offer activities that cover a broad range of interests. Events are planned throughout the week and weekend on campus.

F There are also a variety of leadership opportunities for students on campus, ranging from workshops to Orientation Leaders to the Leadership Conference.

Student Clubs and Organizations

Aesthetic Club
Bachelor of Arts Club
Brothahood (Male Step Squad)
Business Club
C.L.O.U.D.
Dance Team
Dean Community Outreach
Debate Association
Economics Club
Gay/Straight Alliance
International Student Association
Multi-Cultural Club
Residence Hall Association (RHA)
Sisterhood
Student Activities Committee (SAC)
Student Government Association (SGA)
SUN Club
Synergy (Hip Hop Dance Group)
Writing on the Wall
Zuri (Female Step Squad)

Campus Events

Alcohol and Drug Educational Programming
Black History Month
Bulldog Bash Welcome Week
Campus Elections
Chinese New Year Celebration
Dancing with the Staff
Dean Leadership Conference
Faculty/Staff vs. Students Softball Challenge
Family Day
Health and Wellness Programming
International Education Week
Into The Streets
Intramurals
Multi-Cultural Programs
Spring Week
Think Pink Night
Winter Volleyball Classic
Winter Week
Women's History Month
World AIDS Day

Communications and Performing Arts Activities

Dance Company
Dance Showcase
Dance Team Show
Dramatic Productions
Faculty Recital
Music/Theatre Ensemble
Musical Productions
One-Act Plays
Synergy Show
WGAO-FM Radio Station

Student Government Association

The Student Government Association (SGA) is an elected group of students who represent the student body and express the views, concerns, and issues of their fellow classmates. It is viewed by the student body as having the power to establish student programs and services and as a means of assuring that the students' voices are heard in the governance of the College. SGA meets weekly to discuss matters of student concern and takes the lead in presenting the student viewpoint to the faculty and administration. SGA is also responsible for the allocation of monies for all student clubs and organizations.

Student Conduct and Community Standards

Student Conduct System

The Dean College community has very high standards and expectations regarding the conduct of our community members. Regulations and policies govern the behavior of our students so as to ensure that our community core values; Personal Responsibility, Community Accountability, and Mutual Respect, as well as the educational mission of the College, are honored.

Moreover, it is the College's expectation that our students will be responsible and contributing members of the Dean and area community.

The conduct system at Dean is based on the principles of fairness for all concerned and strives to promote an educational process. We believe students must gain a stronger understanding of the complex balance between individual and community rights and responsibility. The Student Code of Conduct and a description of the conduct system are available on the Dean College website and Today@Dean. It is the responsibility of each student to become familiar with the College's rules and regulations relative to student rights and responsibilities.

Dean reserves the right to ask students to leave the College without a hearing, regardless of class standing or the time of year, if it is the opinion of the hearing officer or her/his designee that the student(s) have brought discredit upon themselves or the College. Such separation may be made without recourse to reinstatement or financial reimbursement.

Programs and Services

Community Service

Dean College is committed to providing students with numerous community service opportunities. Clubs and organizations as well as residence hall communities serve the campus and local community by planning and participating in community service events on and off the Dean College campus. Students work with local organizations to add an optional service-learning component to their academic experience. Our community service club, Dean Community Outreach, has also participated in Alternative Spring Break projects where students are able to travel to a designated site in the United States to assist with a local community service effort.

Commuter Student Programs

The Commuter Council brings all commuter students together and involves them in campus life. Students work with the Student Activities Committee (SAC) to plan daytime programs that allow commuter students to socialize with the residential students. The commuter population is also represented at all Student Government Association (SGA) meetings.

Orientation Programs

The Orientation staff provides programs and services to support new students and their families with the transition to Dean. Programs are designed to assist first-year and transfer students in making connections with the Dean College community, developing new skills, and building self-confidence. Orientation programs include New Student Orientation (NSO), Bulldog Bash in September, and a January Orientation for spring entrants. These programs are designed to provide students with information that will help them to have a successful first year at Dean College. New Student Orientation, a day-and-a-half program offered in June and July, enables new students and their families to experience life at Dean and to meet members of the faculty, staff, and student body. Various sessions, panels, and receptions provide information on campus programs, services, and resources. During the program, students have an opportunity to meet with their advisor and select classes for the fall semester.

During Bulldog Bash, students meet their advisor, prepare for their academic courses, attend programs on issues of college life, and participate in activities that will introduce them to other students. The one-day January orientation is for students entering Dean for the spring semester. This program presents information covered in NSO and Bulldog Bash.

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Student Records: Access, Amendment, and Confidentiality

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/his right of access. Official records and data related to students are incorporated into folders that are secured in the Office of Admissions, Center for Student Administrative Services, Center for Advising and Career Planning, and Office of Student Development. FERPA affords students a right to inspect both official and non-official records. **F** Students wishing 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 and Planning 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, D.C. 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.

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.

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 contact the Office of Student Development and Retention at 508-541-1552, or in writing to Student Development and Retention, Dean College, Franklin, Massachusetts 02038-1994.



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Admissions and Student Financial Services



OFFICE OF ADMISSIONS

Procedure and Requirements for Full-Time Admission

Admission to Dean

Dean considers each applicant on an individual basis, and decisions are made on a rolling basis as applications are completed. Students are strongly encouraged to apply for admission electronically via the Dean College website (dean.edu). Alternatively, applications for admission are available from the Dean College Office of Admissions or your high school guidance office.

Students applying for the Fall semester are encouraged to submit an application by March 1, or as soon after as possible in order to receive optimal consideration for institutional financial aid. Students applying for the Spring semester are advised to submit an application no later than December 15.

G Students submitting a paper application are required to pay a \$35 application fee. Applications submitted electronically via the website are free.

All required materials, as outlined below should be sent to:

Dean College
Office of Admissions
99 Main Street
Franklin, MA 02038-1994

Guidance Counselor Recommendation

In order for the Office of Admissions to make an appropriate decision regarding a high school student's application, a recommendation from a guidance counselor is required. (Transfer and non-traditional students may submit a recommendation from a professor or employer.)

High School Transcripts

Students must arrange for their official high school transcript to be mailed to Dean. An official transcript must have the guidance counselor, principal or headmaster's signature, or an imprint of the official raised seal of the high school. A high school diploma or General Equivalence Diploma (GED) is required prior to the beginning of classes for the semester you enroll.

Standardized Test Scores (SAT or ACT)

Applicants are required to submit official results of either the SAT or the ACT assessment. Applicants should request that scores be forwarded directly to the College. The College Board identification number for Dean College is 3352. The ACT identification number for Dean College is 1816. These exams are only one of the criteria used in determining acceptance. The highest scores available from each individual section of each test are used in the admissions process.

International Student Admission

Applications from international students will be considered on an individual basis. Applicants whose native and/or dominant language is not English are required to submit a TOEFL score (or equivalent) for admission consideration.

All international applicants must also submit official high school transcripts and graduation certificates in English or translated to English. Applicants whose native language is English are required to take the SAT or ACT tests and to have the results forwarded to the Admissions Office.

The Form I-20 Certificate of Eligibility will be issued once an applicant is admitted, the affidavit of support, and the enrollment deposit of \$500 are received. Dean is authorized under federal law to enroll non-immigrant alien students.

Transfer Students

Students wishing to transfer to Dean must submit an application and official high school and college transcripts. The College will accept a grade of C- or better, provided the course was completed at a regionally accredited college or university and is consistent with the Dean College curriculum. For an Associate degree, no more than 30 credits may be awarded in transfer, and 15 of the last 30 credits must be earned at Dean. For a Bachelor degree, a maximum of 70 credits may be transferred, and 15 of the last 30 credits must be earned at Dean. Please note that while credit may be granted for certain courses, they may or may not fulfill requirements for individual majors at Dean. All records must be received by the Office of Admissions prior to an admission decision.

Associate and Bachelor of Arts in Dance (Additional Requirements)

Students applying to both the A.A. and B.A. in Dance programs must submit a dance resume of the last four years, a full-length photograph in dance attire illustrating appropriate form/posture, and a 3-minute video (in DVD format) including a minimum of 1-minute of ballet barre.

Bachelor of Arts in Arts and Entertainment Management and Bachelor of Arts in Theatre (Additional Requirements)

Students applying to the B.A. in Arts and Entertainment Management or the B.A. in Theatre program may submit either a 200-word personal statement that addresses their involvement in multidisciplinary, performing arts, or media arts or a creative piece (relevant video, publication, clippings, or portfolio) in lieu of an essay/personal statement.

The Honors Program (Additional Requirements)

The Honors Program at Dean College provides academically talented students with stimulating and challenging courses and seminars. To be admitted as an Honors Scholar at the point of admission, the student must have a cumulative high school GPA of 3.3 (based on core courses) and a combined SAT score of at least 900 (Critical Reading and Math); or a high school cumulative GPA of 3.0 (based on core courses) and a combined SAT (Critical Reading and Math) score of at least 1000; and (in either case) the recommendation of a faculty member from high school.

The Arch Learning Community (Additional Requirements)

The Arch Learning Community is a year-long college academic support program for students with diagnosed learning disabilities and/or other learning challenges such as attention and memory difficulties, who need additional intensive academic skill development. Students interested in Arch must first be accepted to Dean College before being considered for the learning community. All applicants must demonstrate through the application process, and with supporting documentation, the motivation and readiness to manage the academic and non-academic components of a college program. Eligible applicants will have psycho-educational test scores that indicate the student falls within the range of average intellectual ability. An interview with the Director of the Learning Center is required for admission to the program, once the student has been accepted to the College.

Campus Tours and Interviews

Dean invites students and families to take advantage of the many opportunities offered to experience both the academic and social worlds of the College. Student-led tours are scheduled twice a day (at 10 a.m. and 2 p.m.), Monday-Friday and allow small groups to explore Dean's beautiful 100-acre campus in a personal and informative manner. In addition, while interviews are not required, they are encouraged for students who wish to develop a better understanding of the College and to discuss their goals and objectives with an admissions counselor. Prospective students also have the option of sitting in on a class, in which they would be accompanied by a host student.

To schedule appointments for a campus tour, interview, and/or class visit, please contact the Office of Admissions at 877 TRY DEAN (877-879-3326).

Enrollment – Reserving Space in the Class

An enrollment deposit of \$250 is required to reserve space in the entering class. Additionally, incoming students intending to reside on campus must submit a housing deposit in the sum of \$250 to reserve space in a residence hall. These deposits must be paid before a student can register for courses, as well as be placed in campus housing. These deposits are credited to student accounts and are refundable if requested in writing on or before May 1. After May 1, these deposits are non-refundable.

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On-Campus Housing Placement

Priority in housing is given to students whose deposits are paid prior to May 1 and whose housing applications are received by June 1. Beyond these dates, housing is assigned on a first-come, first-served basis. Students are permitted to reside off-campus only if they are commuters living at home with a parent or guardian or can provide proof of independent status.

Orientation

All new students are expected to participate in one of the day-and-a-half New Student Orientation (NSO) programs scheduled in June and July, and Bulldog Bash scheduled before fall classes begin. These programs are designed to assist new students with their transition to college, as well as to provide them with information on educational programs, various campus resources, and an introduction to student life.

Advanced Placement

Dean participates in the Advanced Placement program of The College Board. If a student has taken college-level courses in secondary school and would like to apply for advanced placement credit at Dean, she/he should plan to take the Advanced Placement test at her/his high school and have the results forwarded to the Office of Admissions. The Registrar will review the test results, and if the student scores a three or higher, college credit will be awarded, if applicable.

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 non-traditional learning. Dean College grants credit using the guidelines that have been 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 more information, please contact the Office of the Registrar.

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CENTER FOR STUDENT ADMINISTRATIVE SERVICES

Dean College has developed a unique concept for servicing students and parents. We have combined four key offices into one administrative area, the Center for Student Administrative Services. In the department, we house the Financial Aid Office, Billing Department, Registrar's Office, and the School for Professional and Continuing Studies. Our 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 Thursday from 8:30 a.m. to 6:30 p.m., and Fridays from 8:30 a.m. to 5:00 p.m. You may reach us by phone at 508-541-1518; by fax at 508-541-1941; or email to financialaid@dean.edu.

2011–2012 Schedule of Institutional Charges

Tuition, Room, and Board

Tuition	\$ 30,570
Room*	\$ 8,250
Board	\$ 4,800
Tuition, Fees, Room, and Board Total	\$ 43,620
New Student Fee	\$ 250

** This cost is for a regular multiple occupancy room in a residence hall. Upgrades (single rooms, expanded single rooms, and condos) are subject to additional costs. Contact Residence Life for pricing information for rooms that are not regular multiple occupancy rooms in a residence hall.*

Enrollment and Housing Deposits

New students must submit a \$250 enrollment deposit in order to secure their space in the entering class. Students planning to live on campus must also submit a \$250 housing deposit in order to go through the room selection process. Both deposits should be submitted by May 1, and, if submitted earlier, are refundable only until May 1. Deposits are applied to charges for the first semester. Students returning to Dean for the following fall semester must submit a \$250 enrollment deposit in order to pre-register for fall classes in March. Students who submit deposits after the due date will not receive priority in course selection or room selection for fall. Deposits for returning students are refundable through May 1, when the Center for Student Administrative Services Office (CSAS) is notified in

writing that a student will not be returning. Deposits submitted after May 1st are non-refundable.

Damage and Breakage Fees

Students will be charged for any damage done to College property. When the identity of the student or students responsible for unnecessary damage cannot be determined, the cost of repairs will be prorated among the students who appear to be involved. These charges will appear as "Community Dorm Damages" on the bill.

Instrumental Music and Voice Instruction Fees

Dean offers students the opportunity to have specialized private instruction in voice or an instrument at an additional cost of \$300 for 12 half-hour lessons per semester or \$600 for 12 one-hour lessons per semester.

Arch Learning Community

The Arch Learning Community is a year-long program designed for students with diagnosed learning disabilities and/or other learning challenges such as attention and memory difficulties who need additional intensive academic skill development. Through an academically focused learning community, individualized tutoring and holistic advising, students will acquire the necessary skills to be successful in their degree program. We believe students will become active participants in their education and take greater responsibility for their role in the learning process. The cost of the Arch Learning Community is \$3,500 per semester. This fee includes the services described above and three hours per week of Personalized Learning Services professional tutoring each semester. For more information about this learning community, please contact the Director of the Learning Center.

The Pathway Learning Community

The Pathway Learning Community is a one-semester program designed to assist students as they make the transition from high school to college. The Pathway Learning Community gives students a chance to become familiar with the demands of college courses, sharpen their academic skills, develop relationships with peers, faculty, and staff, and learn to budget their time and resources for academic success. Because the learning community is small, faculty and staff have a chance to work closely with individual students, focusing on their specific concerns.

The cost of The Pathway Learning Community is \$2,500 and includes two hours per week of Personalized Learning Services professional tutoring.

Personalized Learning Services (The PLS Program)

Personalized Learning Services (PLS) provides structured support and assistance to meet the varied learning needs of Dean students. Academic coaches work with individual students to develop customized programs which address both short-term needs and the skills and knowledge that create a foundation for success in future academic and professional settings. Components of PLS 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 tutoring, available 1–5 hours per week, with academic coaches; assistance with skill building as well as mastering the assignments and content of specific courses; and narrative reports at semester's end, which allow students and their families to evaluate progress and plan for the future. Additional per-semester fees for the program are \$800 for weekly one-hour individual sessions. For more information, please contact the Director of the 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 4-8 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.

Tuition Surcharges

The basic tuition charge covers up to 18 credit hours per semester. Students enrolling in more than 18 credits will be charged \$700 per additional credit hour. These charges are typically billed after the second week of classes to allow for the first two weeks of schedule adjustments. Tuition surcharges will remain on a student's account if a class is dropped after the second week.

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Other Dean College Costs

Books and Supplies	\$750 per semester, estimated
Parking Sticker for Residents	\$250 per year
Parking Sticker for Commuters	\$50 per year
Field Trips	\$75 - \$250
Optional Course associated Lab fees	\$25 - \$90 per semester
Graduation Fee (mandatory for all students)	\$200
Replacement Access ID Card	\$50

Payment and Refund Policies

Payment of College Charges

Payment may be made by cash, check, electronic check, wire transfer, MasterCard, American Express, or Discover. All credit card payments and electronic check payments must be made online through Dean Advisor, using the student's password. Bills for the fall semester are mailed in mid-June and are due the middle of July. Bills for the spring semester are mailed in mid-November and are due the middle of December. Payments made after the due date must be paid by a bank check.

If a paper check or an electronic check is returned as uncollectible, the check amount will be charged back to the student's account and a returned check charge will be added. If the returned check causes a balance to be past due, late payment charges may also be added.

Payment Plans and Financing Options

Families who are unable to pay the total cost for the year in two large semester payments may divide the cost into installments using Tuition Management Systems (TMS). For a \$60 fee, payments may be made for the entire year on an interest-free, ten-month payment plan beginning July 1 and ending April 1. Call TMS at 800-722-4867 or visit the website at www.afford.com.

Families may apply for student and/or parent loans to pay the balance not covered by Financial Aid. Contact the CSAS office for more information at 508-541-1518 or visit our website at www.dean.edu.

Consequences of Late Payment and Non-Payment of Institutional Charges

A \$500 late fee may be charged to the student's account if payments are not received when due.

Students will not be permitted to register for subsequent semesters until balances due are settled. If for any reason a student's account is not paid in

full, classes and dining room privileges may be withheld, grades will not be reported or recorded for that semester, and transcripts or other academic information will not be released until satisfactory settlement of the account is made. The College also reserves the right to withhold diplomas, certificates, and transcripts at the end of the academic year until students have fulfilled their financial responsibility. (Please note that transcripts and diplomas may be released as soon as payment is made by cash, bank check, or credit card. Payments made by personal check will be held an additional three weeks to assure check clearance.) In extreme cases of non-payment, the College reserves the right to administratively withdraw a student from the College and remove the student from her/his residence facility. In cases of administrative withdrawal, unpaid charges remain owed in full to the College.

If any overdue obligation is referred to an outside agency or attorney for collection efforts and/or legal suit, the debt is increased to cover all reasonable costs of collection including collection agency and attorney's fees and court costs. By registering for any class at the College, each student accepts and agrees to be bound by the foregoing policy as applied to any preexisting or future obligation to the College.

Refund Policies

Student Accounts with a Credit Balance

If a student's account reflects a true credit balance (not a potential credit created by pending financial aid or anticipated TMS payments) due to either withdrawal from the College, excess financial aid, adjustment of charges, or overpayment, the student or the student's parent can request a refund of the excess credit. The refund will be issued within two to three weeks of the request. In most cases, the refund will be issued to the parent.

Refund of Charges Due to Schedule Changes

If a student withdraws from a course within the first two weeks of the semester, course associated charges such as lab fees or a tuition surcharge will be refunded in full. Lab fees and surcharges will not be adjusted for schedule changes made after the second week of the semester.

Refund Policies in cases of Withdrawal from All Courses

If a student withdraws or is withdrawn from all courses by the College for non-attendance early in the semester, an adjustment of institutional charges may be made to the student's account in accordance with the appropriate policy described below.

Students who are suspended or dismissed from the College or residence halls for any reason will receive no adjustment of charges. In most cases where the student received financial aid, any credit applied to the account will go to repay financial aid received and no money will actually go to the student or parent. Unpaid charges remaining on the account after all required adjustments are still owed to the College.

Institutional Refund Policy

Students who withdraw from all classes will be eligible for a refund of tuition and room charges in accordance with the following schedule, based on the date the student officially withdraws from the College:

Up to and including the first day of classes	100% of institutional charges less enrollment and housing deposits
Within the first week*	80% refunded
Within the second week*	60% refunded
Within the third week*	40% refunded
Within the fourth week*	20% refunded

After the fourth week, there is no refund.

(*Weeks are measured from Tuesday through the following Monday in semesters where classes begin on a Tuesday.)

Students who are suspended or dismissed from the College or residence halls will receive no adjustment of charges. Students who received scholarship, grant, or loan funds from the College will forfeit the same percentage of their awards as the percentage of fees credited based on the number of weeks that have elapsed. For example, a student who has 80% of institutional charges adjusted will forfeit 80% of any Dean Award, athletic scholarship, or other institutional grant awarded by the College.

Refund of Board Charges

When a resident student withdraws from all courses after all applicable refund periods have passed, the College will refund a portion of meal plan charges based on the number of complete weeks remaining in the semester. Students dismissed or suspended from the College or residence halls for any reason will receive no refund.

Optional Tuition Refund Plan (TRP)

The College offers an optional insurance plan through A.W.G. Dewar, Inc., which may refund up to 100% of institutional charges, if a student needs to withdraw at anytime during the semester for a documented medical reason. This plan must be purchased before the start of the semester. For more information, contact the CSAS Office at 508-541-1518.

Return of Title IV Federal Student Aid Policy

Federal regulations require that students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for Federal aid recalculated based on the percentage of the term completed, which shall be calculated as follows:

$$\frac{\# \text{ days completed by student}}{\text{total \# of days in term}}$$

The total number of calendar days in a term excludes any scheduled breaks of more than five days.

Unearned Federal aid (the amount that must be returned to the appropriate program) will be returned in the following order: Federal Stafford Loans (unsubsidized, then subsidized), Federal Perkins Loans, Parent PLUS loans, Federal Pell Grant, Academic Competitiveness Grant (ACG), and Federal SEOG.

Please note that students are responsible for any balance owed to Dean College as a result of the repayment of Federal aid funds.

Questions About Refund Policies

For questions about the institutional or federal refund policies for students who withdraw or are withdrawn from all courses, or for examples of refund calculations, contact the Center for Student Administrative Services.

Financial Assistance

More than 90% of full-time students at Dean College receive some sort of financial assistance. Most receive a combination of awards from federal, state, and institutional programs including: loans, grants, and work-study. Information materials may be requested by phone, email, or fax.

Dean College believes in investing in the potential of its students. Last year alone, Dean provided students with more than \$14 million of merit-based aid, which helped reduce the average student's cost approximately 35%. The College anticipates maintaining the same overall level of aid in 2011–2012.

Scholarships and grant awards are renewable each year provided that the student maintains satisfactory academic progress and continues to satisfy any conditions specific to his or her scholarship. In addition, award amounts are based in part on whether a student resides in College housing; should a student's residency status change, the award would be revised. Students are eligible to be considered for one of the following merit-based awards.

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President's Leadership Scholarship

This scholarship recognizes students who held leadership positions during their high school careers or who have a history of community service.

Trustee's Scholarship

The Trustee's Scholarship recognizes outstanding academic accomplishments while in high school.

Performing Arts Scholarship

The Performing Arts Scholarship recognizes outstanding achievement in Dance or Theatre. Students who have demonstrated the ability to perform will be considered for these awards. Students must also declare either Dance or Theatre Arts as their academic major.

NOTE: If a student changes majors during her/his Dean career, the scholarship will be revised.

Dean Heritage Award

G Dean Heritage Awards are given to students whom the College identifies as having academic potential, and who have the ability to thrive within the supportive educational experience that Dean provides.

Athletic Scholarships

These scholarships are determined by the Athletic Department and are given to student athletes who display outstanding ability in a given sport. Students will be contacted directly by the respective team coach and/or the Athletic Director.

NOTE: These awards are renewable at the discretion of the coach and Athletic Director. If a student does not continue to participate in the given sport, her/his athletic scholarship will be revoked.

Applying for Financial Aid

Students must apply for financial aid each academic year. For the 2011–2012 academic year, students must complete the Free Application for Federal Student Aid (FAFSA), students and a parent can complete the form online at www.fafsa.ed.gov. Applicants to the 2011–2012 academic year may complete the FAFSA in January. The priority application deadline for submitting all application materials is March 1, 2011. Certain types of financial aid are limited and awarded on a first come, first served basis. Late applicants are awarded in the order that their files are completed.

Application procedures and deadlines are expected to be the same for the 2012–2013 academic year.

Determination of Eligibility

Student financial aid eligibility is based on demonstrated financial need, with the exception of Dean Scholarships offered by Admissions, the Athletic Department, and endowed scholarships. Need is defined as the cost of attendance minus the estimated family contribution. The estimated contribution amount is derived from the FAFSA. Students should be prepared to work and save for college before they come to Dean and during periods of non-enrollment. Since Dean College is not able to fully cover a student's financial need with need-based aid, even the neediest of students find that they are expected to obtain additional resources each year through a combination of their own savings, work income, parental support, or loans.

Eligibility for federal and state aid is based on information submitted on the Free Application for Federal Student Aid (FAFSA).

Types of Financial Aid

Federal Grants and Scholarships

The Federal Pell Grant provides awards for exceptionally needy applicants.

The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to some students receiving Pell Grants.

The state of Massachusetts awards grants to needy residents who meet application deadlines and award guidelines. Other states that currently allow students to use state grant funds from their home states to attend schools in Massachusetts include Connecticut, Maine, New Hampshire, Pennsylvania, Rhode Island, and Vermont.

Federal Student Loans and Work Study – Students must file a FAFSA each year to be eligible for any Federal programs.

Student Loans and Work Study

The Federal Perkins Loan is awarded to some students with high financial need. Awards may range from \$1,000 to \$2,000 depending on need and the availability of funds. The interest rate is five percent. Repayment does not begin until nine months after the student graduates or drops below half-time enrollment. Interest does not accrue while the student is enrolled at least half-time.

The Federal Stafford Loan is a program that allows eligible students to borrow up to \$5,500 for their freshman year and up to \$6,500 for their sophomore year at Dean (assuming the student has completed at least 30 credits). Eligible bachelor degree students in

their junior and senior years may borrow up to \$7,500 per year. There are two types of Stafford loans: subsidized and unsubsidized. The subsidized loan program requires that the student fall within the Federal guidelines for need. The advantage of the subsidized loan is that the government pays the interest on the loan while the student is enrolled at least half-time. Under the unsubsidized program, eligible students can borrow even if they have no demonstrated need; however, the interest that accrues during enrollment is the student's responsibility. Each Stafford loan has a six-month repayment grace period.

The Federal Work Study is a program that increases on-campus job opportunities for students with financial need. Work Study is awarded based upon information completed on the FAFSA. Students are responsible for finding a qualifying job. While working, they will complete time sheets and collect a bi-weekly paycheck for the hours worked. A job fair is sponsored during the first weeks of school to help students find jobs. Most students work between 10 and 20 hours a week, earnings are intended to cover educationally-related expenses. Many students find non-Work Study jobs on and off campus, in order to supplement their financial aid or reduce their reliance on loans.

Parent Loans

The parent loan programs described herein allow credit-worthy parents to borrow up to the cost of attendance, less any awarded financial aid. Parent loans are not based on need. The student and applicant must meet eligibility requirements outlined in the application materials. Parent loans may begin repayment 30 to 60 days from disbursement. Many parent loans can be deferred until the student drops below half-time or graduates, whichever comes first. Private Parent Loans are loans for parents who have a student attending a participating Massachusetts college. The minimum that may be borrowed is \$2,000. An origination fee may be added to the requested loan amount. Contact the CSAS office at 508-541-1518 for more information.

Parent PLUS Loan: The Parent Loan for Undergraduate Students (PLUS) has a fixed interest rate of 7.9%. There is a maximum repayment period of 10 years, with a minimum monthly payment of \$50. An origination fee may be subtracted from the requested loan amount. Students are required to file a FAFSA in order to receive the Parent PLUS loan.

Student Responsibilities

During summer months and the winter break, correspondence from the Center for Student Administrative Services will be sent to students at the permanent address the student has provided to the Registrar. It is the student's responsibility to maintain an accurate mailing address and phone number with the Registrar's Office. During the academic year, correspondence may be sent to the student's mailbox on campus and/or campus email address. Information may be sent to parents and/or students at the permanent address. Students should promptly respond to notices and information requests received from the Center for Student Administrative Services to avoid loss of eligibility for aid previously offered.

Students must notify Financial Aid if they receive any educationally related assistance from a source outside the College, including private scholarships, vocational rehabilitation assistance, or tuition reimbursement programs. Every effort will be made to keep previously awarded aid intact. If reductions must be made, loans will be reduced before grants. Failure to notify the Financial Aid Office may cause a reduction in a student's financial aid award.

Students are responsible for understanding the terms of each type of aid awarded, and should ask questions if anything is unclear. Staff is available to help, but students must take the initiative to resolve or avoid problems.

Finally, policies and procedures for financial aid are subject to change at any time. Every effort will be made to keep students informed of changes, but students must share in the responsibility for keeping information current.

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Satisfactory Academic Progress Policy for Aid Recipients

In addition to the academic progress standards published in the Academic Policies section of the catalog, financial aid recipients must meet academic progress criteria established in accordance with federal regulations. The Center for Student Administrative Services will evaluate students in May after spring semester grades are posted. Students who leave the College and are later readmitted will be evaluated before aid is offered, regardless of the term in which they return to Dean.

Students must successfully complete 60% of all attempted course work. Any course in which a student is enrolled after the regular drop-add period is considered an attempted course. A passing grade is considered to be successful completion of a course. Failure, withdrawal after the second week (or at any time during which a withdrawal grade of W, WP, WF, RW, RP, or RF will be posted to your transcript), or an incomplete (I) in a class constitutes an attempted course that is not successfully completed. Although aid is generally not available for repeat course work, repeated courses will be counted in measuring this standard.

Students who fail to meet the published Grade Point Average standards after spring grades are recorded in May will 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 Center for Student Administrative Services. 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 course work, repeated courses will be counted.

Students who fail to meet any standard outlined above will be notified in writing by the Center for Student Administrative Services. Students may appeal to regain eligibility through the Center for Student Administrative Services. Appeals should be submitted at least one month prior to the term for which the student seeks reinstatement of eligibility. Appeals should contain a 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, 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 Finance.

Students may also regain eligibility by taking course work to improve their grades or completion rate. Students can be reevaluated 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.

Directory



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(as of May 31, 2011)

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Retired

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Alumni Association President
Co-Owner, McVie Productions

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The Pennsylvania State University

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Managing Member/President, Wasserstrom Realty, LLC

TRUSTEE EMERITI

ALAN J. BERNON

Former President, Dean Foods Dairy Group

MINORU HORIUCHI, D.M.D.

Pedodontist and Orthodontist

RICHARD D. MANN, '53A

Former President, Buckley & Mann, Inc.

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President
B.A., Framingham State College
M.S., Ed.D., Indiana University

SANDRA CAIN

Executive Assistant to the President
B.S., Framingham State College

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B.A., Framingham State College
M.Ed., Bridgewater State College
Ed.D., Nova Southeastern University

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A.A., Dean College
B.S., Suffolk University

AMY E. MATTEN

Assistant Dean, Academic Administration
Coordinator of Public Speaking
Assistant Professor of Communications
B.S., Boston University
M.Ed., The Pennsylvania State University
Ph.D., University of Minnesota

KATHLEEN E. MORRISSEY

Executive Assistant to the Vice President,
Academic Affairs and Planning

DEBRA NUNES, '96, '06

Director of Operations, School of Dance and the Arts
Adjunct Instructor in Dance
A.A., B.A., Dean College
M.A., Boston University

REGINA L. PICARD, '97

Administrative Assistant
A.S., Dean College

MELISSA P. READ

Assistant Vice President, Academic Affairs
Program Director of Liberal Arts and Studies
Coordinator of Liberal Studies
Adjunct Instructor in American Government and Liberal Arts and Studies
A.B., Middlebury College
M.P.A., Syracuse University

LORI SCHNEIDER

Student Learning Outcomes Assessment Coordinator
 B.A., Simmons College
 B.S., University of Massachusetts Boston
 M.S., University of Rhode Island

ATHLETICS AND RECREATION**JOHN JACKSON**

Athletic Director
 Head Softball Coach
 Adjunct Instructor in Sport/Fitness Studies
 B.S., M.S., SUNY at Cortland

JAMES BEHRER

Head Men's Lacrosse Coach
 Admissions Counselor, Athletic Liaison
 B.A., Hobart and William Smith Colleges

LINDA BEVELANDER

Head Women's Lacrosse Coach
 Assistant Professor of Sport/Fitness Studies
 B.S., Boston University
 M.S. University of Scranton

PEDRO BRAZ

Men's Assistant Soccer Coach
 B.S., University of New Hampshire

NICHOLAS CARLSON

Women's Assistant Soccer Coach
 B.S., Gordon College

NICK CARLUCCI

Assistant Baseball Coach

MIKE CAHILL

Assistant Football Coach
 B.S., Roger Williams University

MATTHEW CHAPMAN

Assistant Football Coach
 Men's Recruiting Coordinator
 B.S., M.B.A., Nichols College

JOE DICRUCCIALO

Men's Assistant Basketball Coach
 B.A., Westfield State College

MEG GILMAN

Assistant Athletic Trainer
 B.A., Ohio Wesleyan University
 M.S., George Mason University

JAMES HOPKINS

Head Men's Soccer Coach and Facilities Supervisor
 Women's Athletic Recruiter
 B.A., University of Southern Maine

CHARLES HORNE

Assistant Softball Coach
 B.S., Northeastern University

HERBERT HUFFORD

Video Coordinator and Tight Ends Coach
 B.S.B.A., Ohio Northern University

SHANE JACKSON

Women's Assistant Basketball Coach
 B.A., M.Ed., University of Massachusetts

DAVID JOLLON, '93

Head Women's Basketball Coach
 Team Leader/Academic Coach
 A.A., Dean College
 B.A., Molloy College

JEANNY LACEY

Administrative Assistant,
 Athletics and Sport/Fitness Studies

ERIC LEE '08

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 A.S., Dean College
 B.S., University of Maine

JAY LEIENDECKER

Head Golf Coach
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 M.Ed., University of Pittsburgh

MATTHEW LEVAASSEUR

Assistant Football Coach

ANDY MCKINNIS '07

Assistant Football Coach
 Resident Director
 A.S., Dean College
 B.S., Murray State University

JACOB MEYERS '07

Assistant Football Coach
 A.A., Dean College
 B.S., Bryant University

LAURA RAY

Head Women's Soccer Coach
 Women's Assistant Lacrosse Coach
 Women's Athletic Recruiter
 B.A., State University of New York at Plattsburgh
 M.A., Springfield College

DEAN SCARAFONI

Head Men's Basketball Coach
 B.A., University of California, San Diego
 M.B.A., Boston College

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DIRECTIONS

Directions to Franklin

From Massachusetts on Massachusetts Turnpike (US 90): Take Exit 11A to I-495S. Take Exit 17 from I-495S to Franklin on Route 140S. (Springfield – Approximately 1 1/2 hours)

From Southern Connecticut and Rhode Island on I-95: Use exit to I-495N. Take Exit 17 from I-495N to Franklin on Route 140S. (Danbury – Approximately 2 1/2 – 3 hours)

From Central Connecticut: Follow I-84 to Massachusetts Turnpike (US 90) Take Exit 11A to I-495S. Take Exit 17 from I-495S Franklin on Route 140S. (Hartford – Approximately 1 1/2 hours)

From New Hampshire and Maine: Follow Route 1S or I-95S. Take I-495S to Exit 17 to Franklin on Route 140S. (Nashua – Approximately 1 1/2 hours; Portland – Approximately 2 hours)

From Logan Airport: Follow Southeast Expressway (I-93) to Massachusetts Turnpike (US 90) West. Take Exit 11A off of Turnpike to I-495S. Follow I-495S to Exit 17 to Franklin on Route 140S. (Approximately 1 hour)

From Long Island: Take the Long Island Expressway to I-495N to Clearview Expressway (I-295N) to the Throgs Neck Bridge to I-95N. Follow I-95N through Connecticut and Rhode Island to I-495N to Franklin. Take Exit 17 and follow Route 140S. (New York City – Approximately 4 hours)

From Westchester County, Southern New York State, New York, and New Jersey: Follow I-95 (as above) or follow I-684E to I-84E to the Massachusetts Turnpike (US 90). Follow Turnpike to Exit 11A. Follow I-495S to Exit 17 to Franklin on Route 140S. (Northern NJ – Approximately 4 hours)

From Albany – Upstate New York: Follow Route 90E (Massachusetts Turnpike) to Exit 11A. Follow I-495S to Exit 17 to Franklin on Route 140S. (Approximately 3 hours)

Alternate Route: For those using I-95N, it is possible to by-pass the city of Providence by taking I-295N (in West Warwick, RI). Follow I-295N to I-95N (in Attleboro, MA) to I-495N (in Plainville, MA). Take Exit 17 to Franklin on Route 140S.

How to Reach Dean from I-495

Dean College is located in Franklin, Massachusetts. To reach Franklin, take exit 17 from I-495 onto Route 140 South (West Central Street) toward Franklin.

To the Office of Admissions: Continue on Route 140S for 1.5 miles until you pass the fourth traffic light (the intersection of the Route 140S and Union Street). Just past this intersection, enter the Dean College parking lot on the left, follow the signs for Admissions Visitor Parking to the back lot and park in one of the spaces designated “For Admissions Visitors Only”.

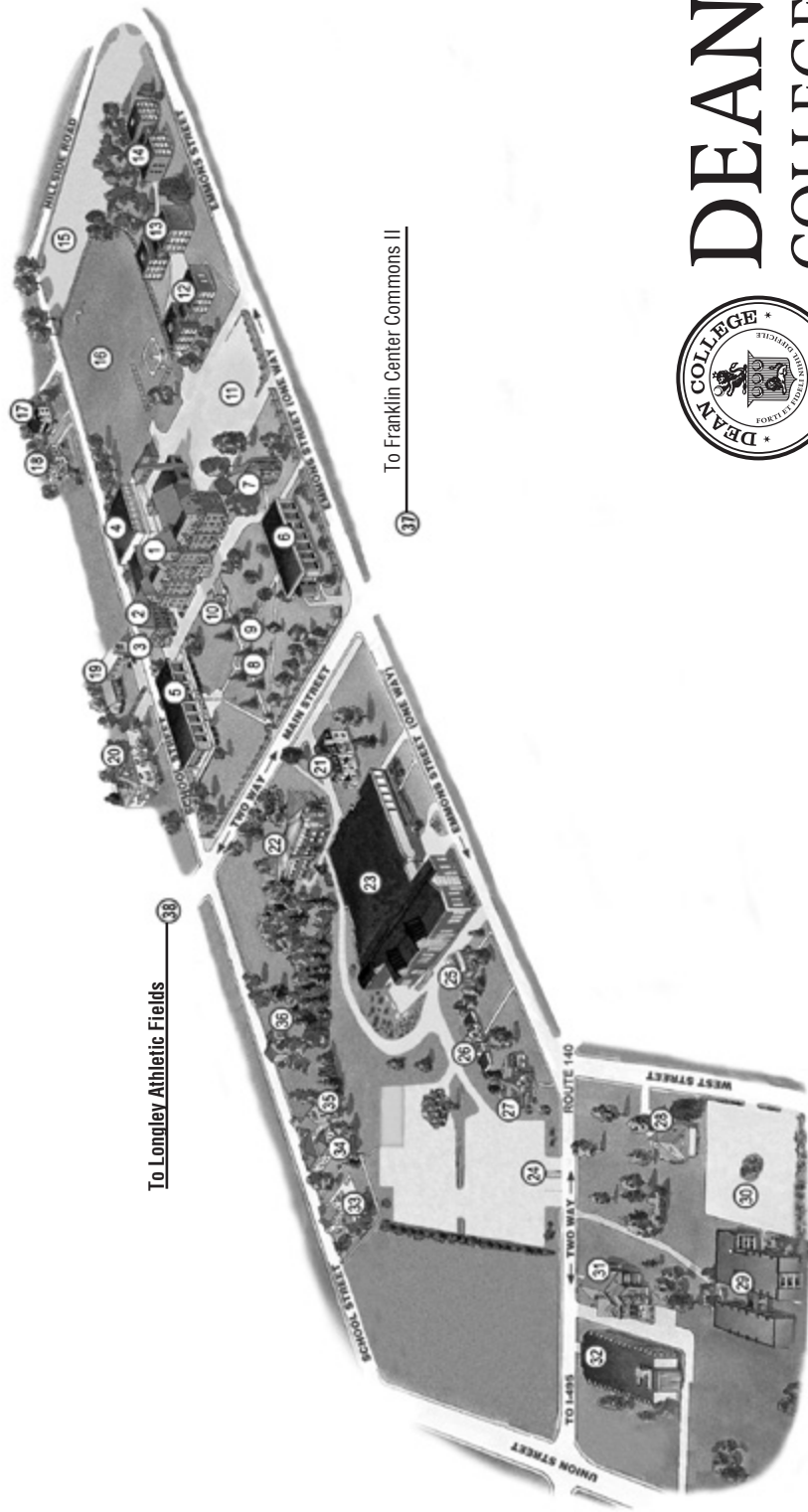
Once you park, enter the Campus Center and walk through the concourse to the rear exit. After exiting the Campus Center, walk to the main entrance of Ray House, a white Victorian building located directly in front of you. The Office of Admissions is located in Ray House at 90 Main Street.

Dean Hall Parking: Follow Route 140S. After CVS, get into the left lane before the next light (Edwin’s Gifts will be on your left). Turn left onto Beaver Street. Go straight, toward Town Common. Just before the second traffic light, bear right onto Main Street. Follow Main Street several blocks to the Dean College campus. At the intersection of Main and Emmons Street stop sign, take a left onto Emmons Street. The third driveway on your left is the entrance to the parking lot behind Dean Hall. Note: Emmons Street is a One-Way direction along this section of the road—DO NOT turn right when exiting Dean Hall parking lot.

Train and Bus to Boston

Dean is 30 miles southwest of Boston. Many students travel there on the train, which runs seven days a week from Dean College/Franklin Station, located less than a five-minute walk from the campus. Daily bus service to Logan Airport is available from a nearby town. Internet links to Logan Airport and the Commuter rail can be found by using the “Directions” link on the Dean College website www.dean.edu.





DEAN COLLEGE

Campus Map Key

- | | |
|---|---|
| 1 Dean Hall | Box Office |
| Administrative Offices: | Dance and Theatre Studios |
| Academic Affairs | Faculty Offices |
| Alumni Relations | 20 Clark House |
| Center for Student Administrative Services: | 21 Ray House/Admissions |
| Accounts Payable/Payroll | Admissions Office |
| Financial Aid | Public Relations/Marketing |
| Registrar | 22 Woodward Hall |
| School of Professional and Continuing Studies | 23 Campus Center |
| Facilities | Atrium |
| Human Resources | Bookstore |
| Institutional Advancement | Boomer's |
| Office of the President | Classrooms |
| Public Safety | Dr. Frank B. Campanella Board Room |
| Classrooms | Center for Advising and Career Planning |
| Digital Media Arts Center | Dining Center |
| Marvin Chapel | Dining Services |
| WGAO Radio Station | Holly and Jan Kokes '64 Fitness Center |
| 2 Alumni Memorial Hall | Game Room |
| Fitness Center | Golder Conference Room |
| Gym/Dance Studio | Main Stage |
| Trophy Room | Multi-Purpose Room (MPR) |
| 3 Faculty/Staff Parking | Post Office |
| 4 Pieri Gymnasium | Rehearsal Rooms |
| Athletics | Set and Costume Shops |
| 5 Green Family Library Learning Commons | Student Activities |
| Berenson Writing Center | Student Development |
| Classrooms | Wasserstrom Dining Room |
| E. Ross Anderson Library | 24 Main Entrance |
| Jazzman's Café | Parking – Campus Center and Admissions Visitors |
| Learning Center | 25 Thayer House |
| Lucey Center for Technology and Training | Faculty Offices |
| Technology Service Center | 26 Putnam |
| 6 A.W. Peirce Center for Technology and Science | Faculty Offices |
| Academic Computer Labs | Classrooms |
| Alden Center for Teaching and Learning | 27 Chapman House |
| Classrooms | Counseling Services |
| Information Technology | Health Services |
| 7 Ray Building | Residence Life |
| International Study Center | 28 Thayer Barn |
| Classrooms | Costume Shop |
| 8 Awpie Way | Dance Studio |
| 9 Gomez Way | 29 Adams Hall |
| 10 War Memorial Monument | 30 Adams Parking Lot |
| 11 Dean Hall Parking Lot – Faculty, Staff, Visitors | 31 Mitchell House |
| 12 Ewen Hall | 32 Bourret Hall |
| 13 Wallace Hall | 33 Dean College Children's Center |
| 14 Jones Hall | 34 Houston House |
| 15 Jones Parking Lot | 35 Dean's House |
| 16 Grant Field | 36 Dean's House |
| 17 Thompson House | 37 Franklin Center Commons II – Junior/Senior Housing |
| 18 President's Residence | 38 Longley Athletic Fields Complex – |
| 19 Performing Arts Studios | located at 69 Maple Street |

H

Longley Athletic Fields Complex:

From Dean: follow Main Street past the traffic lights at Town Common for 1/2 mile. At fork in road (Red Brick School House) bear left onto Maple Street. Longley Field is 1/4 mile on the right.

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DEAN
COLLEGE

Prepare for what's next.

Never give up. Never settle.

And never lose sight of your dreams.



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