

Tab 1

Salem Public Schools Early College Handbook



In Partnership with
Salem State University &
North Shore Community College



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[Additional Contacts & Support](#)

Early College Vision

The Massachusetts Early College Initiative

The purpose of the Early College Initiative is to create and maintain partnerships connecting our state's districts and high schools with our state's colleges in order to give thousands of Massachusetts students, especially first-generation college-goers, access to college completion and career success.

Early College programs are intentionally designed to empower students traditionally underrepresented in higher education. MA Early College Designated Programs work to blend elements of high school and college to provide students with the opportunity to experience and complete college level academic coursework on a clearly articulated pathway and simultaneously gain exposure to a variety of career opportunities. Early college programs also reduce the time and expense of earning a college credential while increasing the likelihood of completion.

For more information, visit: <https://www.mass.edu/strategic/earlycollege.asp>

SPS Early College Program

Salem Public Schools Early College Program offers a structured program of study. In partnership with Salem State University and North Shore Community College, SPS high school students have the opportunity to take college courses sequenced along a career pathway while earning credit for both high school and college at no cost. Students accelerate college degree completion while fulfilling requirements for high school.

SPS Core Values and Early College

 SALEM PUBLIC SCHOOLS <i>Where belonging leads to opportunity.</i>	 SALEM PUBLIC SCHOOLS <i>Where belonging leads to opportunity.</i>	 SALEM PUBLIC SCHOOLS <i>Where belonging leads to opportunity.</i>
Salem Public Schools Core Values	Valores fundamentales de las escuelas públicas de Salem	Valores centrais das Escolas Públicas de Salem
<div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px; margin-bottom: 5px;"> Belonging We believe all members of our community are valued and that our relationships are built on empathy and respect. </div> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px; margin-bottom: 5px;"> Equity We believe in promoting social justice to ensure an inclusive school community where all members are empowered and engaged. </div> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px;"> Opportunity We believe all students should receive a personalized experience to achieve academic success, find joy in their learning, and develop the skills to be successful in their college or career path. </div>	<div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px; margin-bottom: 5px;"> Pertenencia Creemos que todos los miembros de nuestra comunidad son valorados y que nuestras relaciones se basan en la empatía y el respeto. </div> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px; margin-bottom: 5px;"> Equidad Creemos en la promoción de la justicia social para garantizar una comunidad escolar inclusiva en la que todos los miembros estén capacitados y comprometidos. </div> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px;"> Oportunidad Creemos que todos los estudiantes deben recibir una experiencia personalizada para lograr el éxito académico, encontrar la alegría en su aprendizaje, y desarrollar las habilidades para tener éxito en su universidad o trayectoria profesional. </div>	<div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px; margin-bottom: 5px;"> Pertencente Acreditamos que todos os membros da nossa comunidade são valorizados e que as nossas relações são construídas sobre empatia e respeito. </div> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px; margin-bottom: 5px;"> Equidade Acreditamos na promoção da justiça social para assegurar uma comunidade escolar inclusiva onde todos os membros estejam habilitados e empenhados. </div> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 10px;"> Oportunidade Acreditamos que todos os estudantes devem receber uma experiência personalizada para alcançar o sucesso académico, encontrar alegria na sua aprendizagem, e desenvolver as aptidões para serem bem sucedidos na sua </div>

Belonging – We believe all members of our community are valued and that our relationships are built on empathy and respect.

Equity – We believe in promoting social justice to ensure an inclusive school community where all members are empowered and engaged.

Opportunity – We believe all students should receive a personalized experience to achieve academic success, find joy in their learning, and have multiple choices for their post-secondary plans.



SPS Early College program reflects our district's commitment to belonging, equity, and opportunity. By providing access to rigorous, college-level coursework, the program promotes academic excellence while fostering an inclusive and empowering environment for all students—particularly for students historically underrepresented in higher education. We provide a comprehensive, [multi-tiered system of support](#) to help every student succeed.

Our Partners & Related Programs

Salem State University

As a comprehensive 4-year university, Salem State prepares students of diverse backgrounds and interests to achieve their educational and career goals and to contribute to a global society as ethical and engaged community members. One of the largest state universities in Massachusetts, Salem State is an important partner in the economic, cultural and intellectual vitality of the greater Boston region. Salem State offers 33 undergraduate degree programs leading to the bachelor's degree in the areas of Health and Human Services, Education, Business, Arts and Sciences. For more information, visit [About Salem State University](#).



North Shore Community College

North Shore Community College is a public, non-profit, 2-year institution of higher education created by the Commonwealth of Massachusetts in 1965 to serve residents living on the North Shore. Our students include first-generation college students, high school graduates seeking an affordable pathway to college, parents seeking a better life for themselves and their families, veterans and active duty military, English language learners, and those interested in exploring new careers. Our campuses, curriculum, and resources are designed to support and provide pathways to academic and professional achievement without incurring unnecessary student debt, as well as the confidence to embrace excellence, equity, inclusion, and fulfillment in their career choices. Our students have the will to achieve their dreams and NSCC has many ways to turn dreams into action. For more information, visit [About NSCC | North Shore Community College](#).



Community Partners

Early College students work with LEAP for Education and the Mass Hire Northshore Workforce Investment Board starting junior year, focusing on the college application process and job skills such as resume building and interviewing.



MassEducate, MASSGrant Plus, MassTransfer, & Financial Aid

Early College courses let you try out subjects before you choose a major or program of study and can save you time to complete an associate's (two year, e.g. NSCC) or bachelor's (four year, e.g. SSU) degree.

The MassEducate initiative made Community College free across the Commonwealth of Massachusetts for residents.

The MASSGrant Plus initiative makes 4-year public colleges and universities in Massachusetts more affordable. If your family makes no more than \$75,000 per year, MASSGrant Plus covers the full cost of your tuition and fees and provides an allowance of up to \$1,200 per year for books and supplies. If your family makes between \$75,000 and \$100,000 dollars, the cost for tuition and fees could be reduced by up to half of your out-of-pocket expenses.

The [MASSGrant Plus](#) program is funded by the state Legislature and provides need-based financial assistance to undergraduate students who reside in Massachusetts. Students must be enrolled in and pursuing a program of higher education in any approved public or independent college, university, school of nursing or any other approved institution.

Eligibility for in-state tuition is determined by completing the [Free Application for Federal Student Aid \(FAFSA\)](#) or [Massachusetts Application for State Financial Aid \(MASFA\)](#) as a “High School Completer.”

[MassTransfer](#) aligned a number of community college courses and degrees with their equivalents at four year, public colleges and universities (think, all of the UMass schools and any State Universities). That means the Early College courses you take are most likely transferable beyond NSCC, shortening the time and saving money to complete a bachelor's (four year) degree.

Pathways

SPS Early College programs offer students robust programming merging rigorous college coursework with skill development and programming to support student growth and success. As sophomores and juniors, students take general education courses to build a strong collegiate foundation. Seniors also take some pathway-specific courses in a pathway aligned with majors through our partner institutions. Click each pathway below for more information about related majors and fields.

Salem State University-[Health & Human Services](#)
North Shore Community College-[Business](#), [Liberal Arts](#), and [Dual Language Liberal Arts](#)

[View Example Course Sequence by Pathway \(up to 30-36 credits\)](#)

Enrollment

Admissions

Requirements:

The student

- indicates a willingness to tackle rigorous, college-level coursework
- demonstrates academic curiosity and growth mindset
- engages in the community

- meets school-wide expectations
- completes [SPS Early College Application](#)
- requests Early College in Naviance
- completes Family expectations & handbook acknowledgement
- attends SPS orientation with a family member
- will also need to complete additional paperwork to confirm registration with our partner of higher education (SSU/NSCC).



Registration

Upon acceptance, you will be enrolled in Early College aligned with your grade and pathway. We will make every effort to assign you to your first choice. However, if a pathway has reached capacity, you may be assigned an alternative pathway.

Please note, course registration is contingent upon your checklist completion (e.g. “Family Expectations Survey & Handbook Acknowledgement,” forms for college/university registration) and student schedule availability. Additionally, specific courses are contingent upon overall student enrollment and professor staffing.

Students should also communicate with their College & Career counselors to inform them of their intent to participate in Early College and to ensure that participation aligns with their high school graduation plan.

Students with a disability (e.g. who have an IEP or 504 Plan) are expected to connect with accessibility services at SSU/NSCC or may opt out. See [accessibility](#) for more information.

Pre-requisites: Some courses have pre-requisite requirements. For example, you may need a minimum GPA requirement or may need to take another course prior to registering.

Program Information

Student Expectations

Salem State University and North Shore Community College pay tuition and fees for participants in the Early College program. Students receiving this opportunity are expected to adhere to the college/university's student conduct code and remain in good academic standing. Student behavior will not jeopardize the safety or well-being of any individual, disrupt the teaching environment, or negatively impact other students' learning. The college/university has the right to discontinue a student's participation in the program. The high school and the college/university will follow established intervention protocols for student conduct and academic performance. Parents/guardians will be made aware of steps taken to improve conduct or academic performance and of any final decision to remove a student from a course or the program.

Electronic Devices

Conduct also includes behavior around electronic devices. Cell phones and accessories (iWatches, electronic tablets, iPods/MP3 players, earbuds/ headphones and any other electronic devices) are prohibited from being used and/or charged during the school day at Salem High School. Electronic devices may be used in Early College classes only if the professor explicitly states that they are needed for a classroom activity or multi-factor authentication.

Attendance

Attendance policies for college courses are different from those at the high school. The professor's attendance policy will be outlined in the course syllabus. Professors

cannot view medical documentation from students and are not required to excuse absences due to illness, nor are they required to excuse absences due to high school events or field trips. In the rare event that an Early College class is in conflict with a school event or trip, please discuss with the high school Early College coordinator before the date of the event/trip to determine the best course of action. However, students are expected to communicate with their professor if they are absent.

Seniors taking courses on the Salem State University campus in 12th grade follow the university calendar and are expected to attend classes even when Salem High School is closed. Absences from classes on campus on Election Day or during school vacation weeks in February and April are not excused. Bus transportation from the high school will still be provided even if classes at the high school are not taking place.

Students entering the Early College program agree to the following:

1. I will respect those around me (faculty, staff, classmates and myself) and behave in a mature and appropriate manner.
2. I will maintain a positive attitude.
3. I will check my SHS and college learning platforms (e.g. Canvas, Blackboard), course syllabuses, and email accounts daily and keep track of deadlines and course expectations.
4. I will attend class with professors and SHS staff with required materials and assignments completed on time.
5. I will only use electronic devices if the professor explicitly states that they are needed for a classroom activity or multi-factor authentication.
6. I will not share medical documentation or doctor's notes with Early College professors and understand that absences due to illness or school events/trips may not be excused.

7. I will maintain any textbooks provided to me and return them in good condition at the end of class.
8. I will let my teacher(s) know if I need assistance with class assignments or activities or seek tutoring support.
9. If I need accommodations for a disability, I will register with Disability Services at the college/university and reconnect each semester since my college professors must have a letter from that office to provide accommodations.
10. I will maintain academic integrity, ensuring all submissions are my own work with properly cited sources.
11. I will abide by all of the policies indicated in the Salem High School and Salem State University/North Shore Community College Code of Student conduct.
12. On college/university campus only: I will use transportation provided by Salem High School to get to the campus. I will not drive to campus or park in a college/university lot.
13. On college/university campus only: I will follow the Salem State University calendar and will attend classes on days Salem High School is closed, including Election Day and during school vacation weeks in February and April.

If a student disregards any of these expectations, they are subject to disciplinary actions that could include a failing grade for an assignment, a course, or in extreme cases, dismissal from the Early College Program.

Families will be notified if students are having difficulty adhering to student expectations, and a meeting with Early College staff may be required. [All efforts will be made to support student growth and success within the program](#), This may include mandatory tutoring and scheduled check-ins with Early College staff.

SSU Early College Honor Code

North Shore Community College - Code of Conduct

Academic Standing

In order to remain in good academic standing, students must maintain a cumulative 2.0 GPA and have no more than one withdrawal (W) from an Early College course. If students are not meeting those criteria, or if they receive a C- or below in an Early College course, an academic alert will be issued. If a student receives an academic alert, [the Early College team will provide Tier 2 or 3 support](#). If the student does not improve performance within the prescribed time period, they are subject to removal from the course or program.



Grade Reporting

Final grades from SSU/NSCC will be recorded on students' Salem High School transcripts and college transcripts as the final letter grade earned. During the semester, students and families will be contacted by the Early College Coordinator or support staff if professors raise an alert about student progress. Progress grades will be reported on SPS report cards as passing (P) or failing (F) according to college professor communication. To appeal a grade, students should first speak with their professor. If unresolved, students have the right to appeal following the college/university's established grade appeal process.

Student Support

Our Early College team is here to help! All Early College students have access to tutoring and tech support at Salem High, on campus, and virtually. Additionally, students currently receiving special education services may choose to connect with accessibility services with our partnering institutions.

Salem Public Schools

- Your Teachers/Professors
- Alexandra Kirby (Early College Coordinator): akirby@salemk12.org or Anna Trammell (Early College Support): atrammell@salemk12.org (2nd Floor SHS Library)
- Meghan Murtaugh, Lisa O’Neill, & Early College Staff at NLIS/Salem Prep
- Tutoring and Early College Success Coaches
- SHS Community Office room 226 Tues & Thurs 3P-6P
- C3 Counselors & Adjustment Counselors
- IT support: Click “Tech Tickets” on Classlink
- Mental Health Tools & Resources:
<https://salemk12.org/district-departments/student-and-family-supports/student-screening-and-sps-resources/>
- Student and Family Resources:
<https://salemk12.org/district-departments/student-and-family-supports/>

North Shore Community College

- Tutoring: <https://www.northshore.edu/support/tutoring/index.html>
- Accessibility Office: <https://www.northshore.edu/support/accessibility/index.html>
- Abby Hillinger (Special Programs Coordinator): ahilling@northshore.edu
- IT Support: helpdesk@northshore.edu

Salem State University

- Peer tutoring:
<https://www.salemstate.edu/academics/centers/center-academic-excellence/peer-tutoring>
- Writing Center: <https://salemstate.mywconline.com/>

- Math lab: <https://www.salemstate.edu/mathlab>
- Center for Academic Accessibility Resources: <https://www.salemstate.edu/caar>
- Leah Brundige (Early College Assistant Director): lbrundige@salemstate.edu
- IT Support: it-helpdesk@salemstate.edu
- **Leap 4 Ed Teen Center:** Allison De La Puente, Teen Center Coordinator
salemteencenter@leap4ed.org, 781-346-9213 <https://leap4ed.org/>

Masshire North Shore: <https://masshire-nscareers.org/>, Youth Career Coach Valerie Milardo, vmilardo@masshire-nscareers.org

In addition, the Early College Team in collaboration with SPS staff and higher education partners (SSU/NSCC) provides [multi-tiered systems of support](#) for all registered students.

Accessibility

Accommodations for Disabilities

If you (1) are currently an Early College student and (2) receive special education services (e.g. IEP, 504) or have a short-term disability or extenuating circumstance, you are eligible to apply for accessibility services at the college level. It is students' right to request accommodations for their Early College classes, but it is not a requirement.

There are differences in the process of receiving accommodations on campus and with college professors. Salem High School cannot share student information directly with the college/university. Students must request their documentation (e.g. recent testing, reports) and apply through SSU/NSCC directly on their own behalf. Early College staff can help your child connect with accessibility services to determine applicable college accommodations if they choose to opt in. Additionally, our SPS team is here to help students in their Early College journey.

College professors can provide accommodations for disabilities only after they receive a letter from the college/university's office for students with disabilities outlining approved accommodations. A student must meet with a staff member in Disability Services at the college/university to discuss accommodations. This meeting may be via Zoom, parents/guardians may attend, and translation/interpretation services are available.

Accommodations apply from the date they are approved and are generally not retroactive. Students should register with Disability Services and request accommodations at least two weeks before a new term begins.

Accommodations must be reactivated every semester to ensure they are tailored to new classes and professors are notified.

To view more information about accessibility at our partnering institutions of higher education, please visit:

- NSCC: <https://www.northshore.edu/support/accessibility/index.html>
 - <https://www.northshore.edu/support/accessibility/files/transition-guide.pdf>
- SSU: <https://www.salemstate.edu/caar>
 - [Requesting Accommodations for EC and DE Classes \(SSU\)](#)

Multilingual Learners

Multilingual learners are encouraged to participate in Early College and to utilize Early College support. Some of our Early College Staff, Tutors, and Success Coaches are also multilingual.

NSCC also offers a Dual Language pathway (Spanish & English). Students wishing to strengthen their Spanish and English language skills at a high academic level may also enroll in NSCC's Early College Dual Language pathway. Through this pathway, initial college courses are taught in Spanish and progress to courses taught by a multilingual professor. Additionally, Early College Year 1 dual language courses at SHS are supported by an SHS ML teacher.

Drops/Withdrawals

Enrollment changes (drops/withdrawals) are different within Early College. If a student wishes to drop a course, they must communicate with the Early College Coordinator immediately. Additionally, students are encouraged to speak with Early College support staff regarding concerns.

If a course is dropped during the add/drop period (usually one week from the start of class), students will be dropped from the course without a record of the course on their college or SPS transcripts.

Withdrawals after the add/drop period must occur before the college withdrawal deadline. This withdrawal will be recorded as a “W” on the student’s college and high school transcript. While a “W” does not affect student GPA, multiple withdrawals may affect academic standing and future eligibility for financial aid at the college/university.

Students may not withdraw from a course after the withdrawal deadline has passed (Fall 2026: October 5, 2026-Q1 midquarter, Spring 2027: March 5, 2027-Q3 midquarter) except for in extenuating circumstances where there is documented evidence.

Transportation

For students attending classes on campus or related field trips, transportation is provided free of charge from SHS/NLIS/Salem Prep. **All students MUST use school-provided transportation.**

Students taking courses on campus must use transportation provided by Salem High School to get to campus. Students are not permitted to park in college/university lots, and cars will be ticketed or towed. Salem High School will not cover taxi or Uber service for students who do not arrive on time to take the bus to campus.

Supplies

All required Early College materials are provided to students free of charge.

Emergency Closures

For classes held at SHS/NLIS, in the event of school closure, a declared emergency, or inclement weather at either school, classes will be cancelled for the day. However, students should check online learning platforms and SSU/NSCC email to see if there is required work.

Classes on campus will only be cancelled if the college is closed. Students are expected to attend according to the college schedule: See [SSU Academic Calendar](#) or [NSCC Academic Calendar](#) for more information.

If college courses are cancelled for the day, space for study will be provided at SHS/NLIS. Additionally, Early College students continue to attend Early College blocks at SHS/NLIS beyond the scope of the college calendar for intersessional

work. If students are unsure of their assigned location, they should report to the Early College Coordinator or Early College Support staff.



Family Expectations

All families will complete the “[Early College Family Expectations & Handbook Acknowledgment](#)” Form” each year ensuring current understanding of Early College expectations and are expected to attend an orientation session. Families are also welcome to attend Early College events (e.g. Open House, drop in sessions). We welcome family and student volunteers at these events as well.

If families have any questions or concerns about Early College, please contact Alexandra Kirby, Early College Coordinator: akirby@salemk12.org.

Course Descriptions

The following courses are typically offered at SHS for all high school students in the district (grades 10-12) and taught by college faculty through our Early College partnership. At least one NSCC course is offered each semester at NLIS. Additionally, Early College seniors and advanced juniors may attend a range of courses on campus.

Successful completion of each class earns 3 college credits, 1 high school credit. ENL and CMP classes earn 1 SHS ELA credit. Some courses are eligible for content-specific credit (e.g. social studies, fine and performing arts) or count towards SHS elective credit.

North Shore Community College

SPE 102/SPE 102 DL: Speech

Focuses on the nature and effects of verbal communication. Students will become familiar with the communication process, including some of the following: principles of organization, purpose, language structure, effective delivery, and audience analysis. Students individually will use these elements in informative and persuasive speaking in the traditional speaker-audience relationship. Fulfills open, liberal arts, and humanities electives.

FFL 100/FFL 100 DL: First Year Experience

This course provides the skills, knowledge, and abilities for academic persistence and performance development, as well as the psychosocial influencers on college and career success. In addition to decision making, critical thinking, study, oral and written communication skills, topics include educational goal setting, college orientation, successful academic behaviors, and career and life planning. Emphasis is placed on cross cultural awareness, personal and social responsibility, resource availability, and college policies and procedures. This course is highly recommended for first-year students and students seeking an Associate Degree. Service-Learning is recommended. Fulfills open and liberal arts electives.

ART110: Basic Drawing 1

Students will practice skill building so that they can delineate the shape and form of objects, the dimension of pictorial space, and qualities inherent in the object or its space. Lectures, discussion, demonstrations and individual critiques are directed to develop an appreciation for drawing that recognizes that activity as a formal statement that functions as a record of individual experience. Fulfills open, liberal arts, and humanities electives. (3 lecture hours per week)

MDA107: Introduction to Digital Media Literacy

This course teaches students new skills to navigate today's new media environment. By leveraging digital media tools students increase their ability to interpret, critically challenge, communicate and retain key concepts within their disciplines. The goal of the course is to empower students to control the context, content and focus of their digital communications in an ethical and persuasive manner. Fulfills open, liberal arts, and humanities electives.

CMP 101: Composition 1

Prerequisites: Communication proficiency
Emphasis is on developing skills of writing, reading, analytical thinking, and research. Students are introduced to thought provoking ideas in readings from a variety of disciplines and learn to organize material, analyze ideas, and produce clear writing. Fulfills open and liberal arts electives.

HIS104 DL: United States History 2

Prerequisites: Communication proficiency

Examines the economic, political, social and cultural development of the United States since 1877 and its implications for the present. Also surveys the U.S. Constitution and important Supreme Court decisions since Reconstruction. Fulfills open, liberal arts, social science, and with HIS103, a history sequence elective.

PSY 102: Introduction to Psychology

Prerequisites: Communication proficiency

Systematic study of behavior including the development of psychology as a science, the biological basis of behavior, learning and memory, motivation, sensation and perception, personality development, cognitive processes, maturation and development, and adjustment. Fulfills open, liberal arts, social science, and behavioral science electives.

BUS 100: Introduction to Business

Prerequisites: Communication proficiency

Designed to introduce the student to the various aspects of the business world. Topics include economic systems, management principles, organizing concepts, motivation theory, production and quality, marketing principles, accounting concepts, financial management and contracts. Fulfills open elective.

Salem State University

ART100A: Introduction to World Art

An introduction to the dominant styles in painting, sculpture, architecture, the graphic arts and photography from prehistory to the present. Class lectures and discussions are supported by slides of historically significant works. Course requirements include visits to Boston area museums at students' expense. Not open to Art Majors. Three lecture hours per week. Fulfills general education curriculum requirements: Creative Expression & Appreciation.

BHS101: Healthcare in the U.S.

This course introduces a student to the history, structure, and characteristics of the American healthcare system including the delivery of healthcare services, service settings, healthcare financing, insurance, and the roles and responsibilities of healthcare providers and professionals. Students will establish skills and knowledge needed to become more informed healthcare consumers and to comprehend the complexities of the current healthcare system, healthcare practice guidelines, and ethical practices. Three lecture hours per week. Required of all BHS majors and minors. Fulfills general education curriculum requirements: Personal Growth & Responsibility.

BHS201: Health Disparities in the United States in the 21st Century

This course will lay the foundation necessary to examine the health disparities in the United States and their connections to systems and social structures that may impede the length and quality of human life. The multiple systems and social structures that impact health disparities, including racism and sexism will be analyzed within the context of diversity, power dynamics, and social justice, with attention to gender, race, ethnicity, socioeconomic status, sexual orientation, education, nationality, age, ability and geographic location. Students will develop the capacity, agency and motivation to play a significant role in reducing health disparities. Three lecture hours per week. Fulfills general education curriculum requirements: Contemporary Society or Diversity, Power Dynamics, and Social Justice.

CRJ101: Introduction to Criminal Justice

This course provides an introduction to the purpose and functions of the criminal justice system. It includes a description of the police, courts, and corrections at the local, state, and federal levels. Attention will be given to important terminology, concepts, and models necessary for the study of criminal justice. Discussions will include the history of justice in America, as well as contemporary issues and problems influencing society's ability to effectively control crime and achieve justice. Three lecture hours per week. CRJ major requirement.

EDC115: Exploring Education

Students will explore contemporary issues in education and reflect on their own experience as learners through a range of media and multiple lenses—historical, philosophical, sociological, political, and personal. We will explore the purposes of learning and education, careers in education aligned with those purposes, and pathways available within the School of Education that prepare students to be educators of many kinds. We will consider what it means to “learn” something, what makes an “educated” person, and how learning and education contribute to the functioning (or dysfunction) of a society. We will explore persistent problems of access and equity and consider the social and educational climate that support or limit the work of educators. Three lecture hours per week. Fulfills general education curriculum requirements: Contemporary Society.

EDC 405: Culturally Responsive Teaching

In this course, students will consider the extent to which the aspirational goals of education are constrained by the social and cultural forces that hold systemic, institutional, and individual oppression in place. Specifically, students will explore historical and contemporary forms of oppression and how these dynamics manifest in communities, schools, and other educational settings resulting in unequal opportunities and inequitable outcomes for students from marginalized communities. They will also discover how their work as future educators can be part of addressing these injustices and creating transformative educational experiences for students in educational settings. This course provides a strong foundation in the concepts (e.g. intersectionality and positionality) and skills (e.g. the ability to recognize and respond to bias and the use of deficit-based frameworks) that are critical to developing teaching practice that is culturally sustaining and anti-racist. Drawing on theory, research, and people's lived experiences, students will come to more deeply understand their own identities, and the identities of the students and families in educational settings where they would like to someday work. They will analyze the impact of these identities on teaching, learning, curriculum, and classroom climate, and in doing so, they will advance their ability to work across lines of difference in educational settings, and promote educational equity. Three lecture hours per week. Fulfills general education curriculum requirements: Diversity, Power Dynamics, and Social Justice.

ENL110: Foundations of Writing

This course provides an introduction to the foundational knowledge, literacies, and composing strategies that will help prepare students for writing across the disciplines, in the workplace, and in their local and global communities. Fulfills general education curriculum requirements: Written Communication Level - 1.

ENL220: Introduction to Creative Writing

An introduction to creative writing, with students practicing writing in genres such as poetry, fiction, and drama. Students will share their work in class and gain exposure to contemporary literature. Not open to students who have received credit for ENG 300 or

ENL 320. Three lecture hours per week. Fulfills general education curriculum requirements: Creative Expression and Appreciation.

ENL130: Topics in Literary Expression and Appreciation

What is literature, how is it written, and what does it do? Through a variety of special topics, this course will examine the nature of literary creation. Students will analyze and practice the modes, strategies, and skills of literary expression. Three lecture hours per week. Prerequisite/Co-requisite: W-I. Fulfills general education curriculum requirements: Creative Expression & Appreciation.

ENL334: Literature for Young Children

Students study the benefits of reading to children while learning about the origins and genres of children's literature for ages birth-eight. Wide reading of children's books builds the foundational knowledge necessary to select, evaluate, research, review, and share children's literature across early childhood settings. The course emphasizes as well how children's literature reflects a wide range of ways to support anti-bias/anti-racist education and how children's literature may be used to support early literacy and social emotional development and to promote social justice. Three lecture hours per week.

FYED100: First Year Seminar

This course will introduce students to the experience of academic exploration that is at the heart of a liberal arts education. Through study of one or more compelling questions or topics in a small seminar setting, students will practice creative and critical thinking and will learn to express themselves effectively and appropriately in a college setting. They will develop relationships and practices that allow them to effectively utilize college resources and become members of a community of learners. The specific topic of the seminar will be developed by individual faculty and will be announced in advance. First year seminars are required for first-year students and transfer students with fewer than 15 credits. Three lecture hours per week.

SOCI10: Introduction to Sociology

The student considers human beings and their cultures as revealed in their customs and institutions. The classroom approach combines theory and research with current literature to provide a concrete, reality-oriented foundation for the study of sociology. The course will consider social problems, including racism and sexism in America and other societies, to enable the student to see practical applications of sociological principles. Three lecture hours per week. Fulfills general education curriculum requirements: Contemporary Society or World Cultures.

SPC101S: Oral Communication for Civic Engagement and Social Justice

This course is designed to give students a broad overview about communication strategies in civic engagement and using the best communication practices to enact social justice/change. The course lectures, materials, and activities are designed to engage students in authentic and compelling dialogue about critical social issues found within the local, national or international contexts. Students will be expected to deliver speeches, lead discussions, critically analyze issues, and critique their own work, as well as that of others. Three lecture hours per week. Fulfills general education curriculum requirements: Oral Communication.

SWK101: Introduction to Social Work

This course examines the role of the social worker in addressing the needs of individuals, families, groups and communities. Special emphasis is placed on the values and ethics that

inform and guide social work practice. Students examine the relationship between situations involving individuals, families, organizations and communities, and the role of the social worker in those situations. The course highlights a variety of community services and specifies how social workers in those settings address human needs. Three lecture hours per week. Fulfills general education curriculum requirements: Contemporary Society.

WLC120: Perspectives On World Cultures

This course is an introduction to the cultural and ethnic diversity of our global community examining cultures outside the United States. Students will examine one or more global cultures and their worldviews, exploring the perceptions, practices and products of the culture(s) studied and acquiring an understanding of and sensitivity towards other cultural perspectives. Students will also compare and contrast the culture(s) studies with their own in order to challenge or deepen their understanding of their own worldviews and in order to prepare them to work in a globalized world. Three lecture hours per week. Fulfills general education curriculum requirements: World Cultures.