Academic Catalog 2014 - 2015

A World of Opportunity

Van Loan School
AT ENDICOTT COLLEGE

1939

Doctoral | Graduate | Undergraduate | Professional

vanloan.endicott.edu

A Message from the President

Adult education is one of the most exciting and rewarding endeavors in which one can engage. We have all heard the term "life long learner," which embodies a desire to "stay current and advance ourselves." These phrases sound like truisms, but there is no more rewarding experience than to open doors and explore new opportunities. Our graduate and professional studies programs recognize this fact, and our accelerated programs, cohort groups, online education, and Bachelor and Masters programs are tailor-made to meet the learning needs and life styles of adults.

As part of our commitment to life-long learning, Endicott made the establishment of a school for adult learners a priority when we developed goals for our capital campaign, The Campaign for Endicott College. Through the generosity and foresight of Endicott Trustee Bill Van Loan and his wife, Tia, Endicott was able to realize the dream of offering outstanding facilities that reinforce our strong commitment to your success. The William and Tia Van Loan School of Graduate and Professional Studies now offers a welcoming space for faculty, staff, and students studying in our adult programs. We hope you take advantage of all Endicott has to offer as you pursue your education with us.

Best wishes for your studies and your professional success.

Dr. Richard E. Wylie, *President*

A Message from the Vice President and Dean of Graduate and Professional Studies

Welcome to the Van Loan School of Graduate and Professional Studies. We are proud of our adult baccalaureate and Masters level programs and look forward to your involvement in the Graduate School.

We have included the best information available as to general policies, program requirements, and course descriptions. From time to time we may make changes, although this information constitutes the most up-to-date content available to us at this time. Please carefully read the information and be aware of the School's requirements.

You will want to be in close communication with your advisor. Please check in regularly with your advisor and be attentive to enrolling in the appropriate course requirements. In case you need additional assistance, please do not hesitate to contact me.

I am available to make your educational journey as smooth and fulfilling as possible. Good luck to you during your studies at the Van Loan School of Graduate and Professional Studies!

Dr. Mary Huegel, *Vice President and Dean*

Special Notice

The content of this catalog is provided for the information of the student. It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the College in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

Endicott College is an affirmative action/equal opportunity employer and is committed to the principles of equal employment and complies with all federal, state, and local laws and regulations advancing equal employment. The College's objective is to employ individuals qualified and/or trainable for open positions by virtue of job-related education, training, experience, and qualifications without regard to sex, race, religion, color, age, physical disability, sexual orientation, national or ethnic origin or citizenship, veteran status, genetic information, pregnancy, or any other status protected by law.

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

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Note: For the latest information on our programs and special events, visit us on the web:

www.vanloan.endicott.edu

General Information

Endicott College Mission Statement

Shaped by a bold entrepreneurial spirit, Endicott College offers students a vibrant academic environment that remains true to its founding principle of integrating professional and liberal arts with experiential learning including internship opportunities across disciplines. The College fosters a spirit of excellence by creating a challenging yet supportive environment in which students are encouraged to take intellectual risks, pursue scholarly and creative interests, contribute to the community, and explore diverse career paths. Endicott is committed to supporting the personal and professional development of its students, preparing them to assume meaningful roles within the greater community both domestically and internationally.

Guiding Principles

In accordance with Endicott's mission, the College strives to deliver high quality and comprehensive educational programs supporting the intellectual and professional development of its undergraduate and graduate students. To that end, the College:
- offers a broad array of majors, degrees and programs of study through the doctoral level;
- meets the academic and lifestyle needs of a diverse student population through varied modes of pedagogy and course delivery including the integration of emerging technologies;
- fosters the global awareness of students through relevant coursework, opportunities for study abroad and interactions with students from other cultures;
- provides competitive career opportunities through the College's signature undergraduate internship program; and
- responds to evolving societal trends and market forces in developing relevant programs across the College's multiple campuses.

Strategic Priorities

Consistent with our Mission, Endicott remains committed to delivering quality educational programs and services, supported by a sound financial structure for both the undergraduate and graduate schools, domestically and throughout the world. Building on our past, we are committed to continuous improvement by:
- delivering quality and value;
- providing competitive infrastructure and practices;
- anticipating and adapting to changing economic market realities;
- establishing the College as a leader in international education;
- fostering innovation by pursuing entrepreneurial opportunities;
- promoting Endicott as a national leader in the design and delivery of internship opportunities; and
- identifying new academic initiatives and degrees to advance the College's reputation, financial strength, student base, and donor appeal.

The Van Loan School of Graduate and Professional Studies

The Graduate School offers Master's degree programs on both a full-time and part-time basis. Associate and Bachelor's degree completion programs are also part of the School's offerings.

Endicott College gained approval for its first graduate degree, a Master of Education, in 1995. In June 2001, Endicott received approval by the Massachusetts Department of Higher Education for a Master of Business Administration. Endicott received approval by the Massachusetts Department of Higher Education in 2007 for the Master of Science in Information Technology and in 2009 for the Master of Science in Nursing, the Master of Arts in Interior Architecture, and the Master of Fine Arts in Interior Architecture. In spring 2009, the College was reviewed and approved for all of the educator preparation programs for licensure by the Massachusetts Department of Education. In Fall 2011 an Ed.D. program in Educational Leadership was approved. In Spring 2012 a Master of Science in Homeland Security Studies was approved. In Fall 2013. a new M.Ed. program leading to educator licensure in Administrative Leadership was approved by the Department of Elementary and Secondary Education. In Spring 2014 the Ph.D. in Nursing and the Ph.D. in Applied Behavioral Analysis were approved.

Programs in Administrative Leadership, Early Childhood, Elementary Education, Reading and Literacy, and Special Education (Moderate and Severe Disabilities), and Secondary Teacher Preparation are approved by the Department of Elementary and Secondary Education for meeting teaching licensure requirements in the Commonwealth of Massachusetts. Professional development courses are also offered to individuals at various locations across the United States.

The Center for Leadership offers corporate training and employee development programs.

All of the graduate programs are designed to serve the needs of professional adults by providing education at convenient times and locations.

Graduate and Professional Studies Mission Statement

Endicott has a vision for the total development of the adult learner within a community that fosters an appreciation of cultural diversity, international awareness, community service, and moral and ethical values. Endicott is an innovative and vibrant student-centered institution that supports collaborative learning as its premise. Our graduate and professional studies programs meet the needs and demands of the adult learner. The value of your experience will be most beneficial if it is connected to practices and challenges that you face in your courses. We do all that we can to that your program will be rigorous, taking into account the challenges of being an adult learner.

Van Loan School Philosophy Statement

The Van Loan School of Graduate and Professional Studies works with adult, life-long learners, so that they can explore new opportunities in their professional and personal lives. The programs are often cohort-based, student-centered, accelerated, intensive, and tailored to meet the learning needs and the lifestyles of adult learners. With a focus on rigor and quality, the Van Loan School of Graduate and Professional Studies' programs are designed to challenge students to grow intellectually and professionally. Our model of learning from each other through peer collaboration, with faculty as facilitators in interactive classes, is based on the notion that the graduate experience will be most fruitful if connected to practice and to the challenges each student faces in his or her career. Endicott College's post-baccalaureate programs emphasize the interaction of theory and practice and the successful application of knowledge and competence in the professional domain.

Undergraduate Degree Programs at the Van Loan School

The Van Loan School offers the Associate and Bachelor degree programs to working adults at the Beverly campus and at several sites throughout Massachusetts, including collaborations with military installations.

Associate in Arts – degree programs are offered in:
- Liberal Studies
- Liberal Studies with a Communication concentration *(Madrid only)*

Associate in Science – degree programs are offered in:
- Business
- Integrated Studies
- Liberal Studies

Bachelor of Arts – degree programs are offered in:
- Liberal Studies
- Liberal Studies with a concentration in Education *(non-licensure option)*
- Liberal Studies with a concentration in Early Childhood Education *(non-licensure option)*

Bachelor of Science – degree programs are offered in:
- Business Management
- Psychology
- Nursing *(R.N. to B.S. with a major in Nursing)*

Graduate Degree Programs

Graduate degree programs at the Van Loan School include:
Doctorate of Philosophy (Ph.D.) in Applied Behavior Analysis
Doctorate of Philosophy (Ph.D.) in Nursing
Doctorate in Education (Ed.D.) in Educational Leadership with the following concentrations:
- Higher Education
- Pre-K-12 Education

Master of Arts in Interior Architecture / Master of Fine Arts in Interior Architecture
Master of Business Administration
Master of Education
The Master of Education degree is offered with the following specializations:
- Administrative Leadership (licensure)
- Applied Behavior Analysis
- Athletic Administration
- Autism and Applied Behavior Analysis
- Early Childhood (licensure)
- Elementary Education (licensure)
- Integrative Learning
- International Education
- International Education Administration
- International Education with ESL specialization
- International Education with Technology specialization
- Montessori Integrative Learning
- Organizational Management
- Reading and Literacy (licensure)
- Secondary Education (licensure)

- Severe Special Needs (licensure) *
- Special Needs (licensure) *
  *Within the Special Needs licensure programs, options are available for study in Autism and Applied Behavior Analysis
- Master of Science in Information Technology
- Master of Science in Homeland Security Studies
- Master of Science in Nursing

Endicott College Boston

Endicott College Boston is conveniently located in downtown Boston, within walking distance to numerous public transportation options.
Our program offerings are designed to provide you with the education you desire at a pace that suits your lifestyle. With Associate and Bachelor degree programs, English language learning, and flexible class schedules, we're committed to helping you attain a degree and make a positive step in your career.

Endicott College Gloucester

Endicott College Gloucester offers day and evening Associate and Bachelor degree programs in both semester length, and accelerated formats, with an emphasis on small class sizes and extensive student support. Our harbor front campus is centrally located and offers plenty of free parking in a unique surrounding. Endicott College Gloucester students also have access to student services and activities at our main Beverly campus.

Assessment of Prior Learning

Endicott College offers adult learners the opportunity to accelerate their bachelor completion through an assessment of learning gained through documentable work and life experience. In a structured class, students are guided through a portfolio process to petition for a maximum of 30 credits.

Endicott Online

Through Endicott's online courses, students approach course material through a variety of media, surrounded by nearly limitless resources. Power-Point lectures, streaming video and audio, posted documents and images, and guided links to additional resources all help to create a stimulating multidimensional learning experience. The many ways in which students respond to the material and each other enhances this multi-layered approach to learning. Threaded discussions allow for thoughtful contributions to ongoing class discussions; real-time chat sessions make it easy for students to interact with their professor and peers much as they would in a classroom setting; uploading assignments and sharing feedback opens up new perspectives and contributes to the creation of close, supportive online communities. All of the elements that make a successful, dynamic learning experience appear in one central online class environment, continually updated and archived for later use.

Available during the fall and spring semesters as well as during the winter intersession and summer session, online courses are a convenient way for students to meet educational goals.

Since online courses are accessed through students' computers and Internet connections, it is important for students to have the proper computer configuration. Minimum technical requirements include a high speed Internet connection, an operating system of Windows XP or later for PCs or OS X Version 10.4 ("Tiger") and later for Macs, and at least 2 GB of RAM.

Students may request a PDF of the Technical Requirements for Online Courses for detailed information.

Teaching Fellowship Program

Endicott's Teaching Fellows serve one year as associate teachers in local schools in exchange for the equivalent of full graduate program tuition. Fellows assume the role of literacy coaches, reading specialist in residence, reading specialist in training, special education teachers, tutors, and co-teachers. As members of the local school faculty and staff, Fellows follow the school district schedule and adhere to the standards and practices of the sponsoring district. Fellows work under the direction of a master teacher with professional status who also serves as the cooperating practitioner for the supervised Commonwealth of Massachusetts Department of Elementary and Secondary Education approved licensure practicum experience.

The Teaching Fellows program is available for the following Graduate Education majors leading to the Master's degree:
- Special Needs
- Reading and Literacy

Corporate Degree Completion Programs

Endicott College's Van Loan School of Graduate and Professional Studies offers opportunities for employees of Massachusetts businesses to earn their degrees on-site at their place of employment or in a convenient nearby location.

Degree programs are tailored to the needs and educational experience of the employees and can take students from no credits, to an Associate degree to a Bachelor degree. An Accelerated Bachelor Degree Completion program is also available to students with significant college experience. Graduate School personnel will work with Human Resources directors to design a program specific to the needs of companies.

The Center for Leadership

Leading Organizational Change Through Strategic Management Development
The Center for Leadership at Endicott College is the management and professional development institute of the Van Loan School. The Center for Leadership programs include seminars, special lectures and events, workshops, consulting assignments, and certificate programs. The CFL brings practitioners and faculty members to work with manufacturing and service companies, community-based organizations, and government agencies, to improve organizational, operational and individual effectiveness. Programs are delivered at client sites, online, or at Endicott campus locations.

Professional Development
In addition to its degree and licensure bearing graduate programs, Endicott College offers a wide variety of innovative and enriching professional development opportunities for educators. Through unique partnerships with cooperating institutions, professional development seminars, workshops and courses are often awarded Endicott College credit. While not part of the Endicott College initial or professional licensure programs, professional studies courses are often designed to meet the requirements of teacher re-certification and may be used as elective credits.

Summer Session
The Summer Session offers an array of undergraduate and graduate courses during the summer months at the Beverly campus. Both day and evening courses are available. Traditional classroom courses are offered in five or six week sessions. Many online courses are available, and graduate intensive one-week institutes and courses are also taught. Courses held in the summer months are taught by either full-time faculty of Endicott and area colleges or adjunct faculty employed by businesses, non-profit organizations, and consulting firms.

The Learning Environment

Collaborative Learning Using the Cohort Model
Building on Endicott College's strength as a leading institution in adult learning, the post-baccalaureate programs employ a collaborative, team-based approach to teaching and learning. The cohort model is one by which a group of students begins, progresses through, and completes a course of study together. In the Endicott post-baccalaureate programs, students are admitted into cohort groups of approximately 15–20. This cohort approach creates a rich environment of peer learning and collaboration. The cohort model emphasizes and reinforces both team building and teamwork as critical functions of individuals and organizations. Most students at the Master's degree level finish a program within 20–24 months. Courses are offered online, in the evenings, on weekends, and during week-long sessions in the summer for the convenience of professional adults.

Collaborative Learning and Group Work
Collaborative learning and small group interaction with out-of-class project/presentation development is one of the integral parts of accelerated graduate programs. Each of the three-credit courses has a component in which members of the cohort meet outside class to develop new learning experiences and complete group assignments that are part of each course. These out-of-class meetings are required and, in addition to the four hour per week classes, constitute approximately one half of the programmed learning experience. Peer (student) evaluations of the group may be utilized as part of the grading process by the instructor. Each member of a small group is responsible for the totality of the groups outcome and should be intimately familiar with all phases of the groups project/paper.

Convenient Locations

Endicott's Graduate School programs are offered on campus in Beverly and at selected off-campus locations to be more convenient for adult learners.

Master's degree and Certificate programs are offered at the following sites:

Please note: Not all programs are offered at every location. Please call or email for more information.

Andover, Massachusetts
Melmark New England, Inc.

Attleboro, Massachusetts
Amego, Inc.

Bedford, Massachusetts
Nashoba Learning Group

Beverly, Massachusetts
Futures Clinic, Inc.

Beverly, Massachusetts
Northshore Educational Consortium

Boston, Massachusetts
19 Temple Place

Boston, Massachusetts
United States Coast Guard

Easton, Massachusetts
Stonehill College
Franklin, Massachusetts
Massachusetts Secondary School Principals Association

Haverhill, Massachusetts
Haverhill High School

Lawrence, Massachusetts
Greater Lawrence Educational Collaborative

North Reading, Massachusetts
North Reading High School

Marshfield, Massachusetts
Road to Responsibility

Waltham, Massachusetts
Education Collaborative for Greater Boston/Educator
Leadership Institute

Natick, Massachusetts
Crossroads for Children, New England

International sites include:

Island of Bermuda
Bermuda College

Prague, The Czech Republic
The Open Gate School

Leysin, Switzerland American
School of Leysin

Bangkok, Thailand
Bangkok Preparatory and Secondary School

Madrid, Spain
College of International Studies

Bachelor degree completion programs are offered at the following sites:

Beverly, Massachusetts
Endicott College

Gloucester, Massachusetts
Endicott College

Southwest Harbor, Maine
United States Coast Guard

Haverhill, Massachusetts
Haverhill High School

Boston, Massachusetts
Endicott College

Lawrence, Massachusetts
Lawrence General Hospital

Boston, Massachusetts
U.S. Military Entrance Processing Station (MEPS)

New Castle, New Hampshire
United States Coast Guard Portsmouth

Boston, Massachusetts
United States Coast Guard

Portsmouth, New Hampshire
United States Army (USAR)

A Global Perspective

Capitalizing on Endicott's international programs in Bangkok, Thailand; Bermuda; Leysin, Switzerland; and Madrid, Spain, the post-baccalaureate programs incorporate a global perspective in the curriculum, enhancing classroom activities with diversity and multicultural components and comparisons.

Learning Resources

Planning and Evaluation

The members of the Van Loan School of Graduate and Professional Studies play an integral role in Endicott College's strategic planning process. The Vice President and Dean of the Graduate School is a member of the President's Council.

The Curriculum Committee is chaired by the Associate Dean of the Graduate School and represented by the graduate program directors, deans in the Undergraduate College, and full-time faculty. Any graduate program changes, initiatives, or changes in delivery methods, are approved and supported by the Vice President and Dean and the President's Council.

Physical and Technological Resources

The Van Loan School of Graduate and Professional Studies is located on Endicott's South Campus at the Wylie Conference Center with spacious class-rooms, a computer lab, office space, student lounges, and conference facilities.

Off-campus sites utilize school district resource rooms, computer labs, and electronic resources, along with Endicott's Halle Library and computer labs. Students are provided with student identification cards that allow them to use the Halle Library, computer labs, and the Post Fitness Center. Students are also provided with instructions for electronic access to the bookstore. Library and bookstore hours are posted on Endicott's website, www.endicott.edu.

The Academic Technology Department

The Academic Technology Department, located in the Diane Meyers Halle Library and the Samuel C. Wax Academic Center, provides a comprehensive approach to technology-integrated education. Students are able to develop their computer skills through learning experiences appropriate for a variety of educational, occupational, and personal applications. In addition to helping students become computer literate, the Academic Technology Department assists faculty in their efforts to integrate technology in their course curricula.

The Academic Technology Department is comprised of seven state-of-the art computer labs and multiple departmental specialty labs located throughout the campus. Additionally, there are over 70 mediated, technology-enhanced and interactive classrooms. . The labs are equipped with some of the most powerful and sophisticated software and hardware technologies available to date. The labs function both as classrooms and as areas in which students can pursue independent projects. All of the labs provide internet access, enabling students to conduct research and to communicate around the world. Students also have access to the labs between scheduled classes both day and evening. There are also public computers available for student use in the Library proper and in the Cyber Café.

Academic Technology also supports the learning community with state-of-the art web applications, such as GullNet and Canvas the college's two learning management systems, and Blackboard Collaborate, a synchronous web based distance learning application.
In addition, Academic Technology supports the campus multimedia needs in several areas. Media Services, an Academic Technology department, supplies a host of audio-visual and multimedia equipment to support the academic programs. The Digital Media Center includes a state-of-the-art broadcast and multimedia production facility. The Scala digital signage system located throughout the campus, displays the latest events and news from campus and the world, and plays programming from ECTV, the student run campus TV station.

The Halle Library and Other Learning Resources

The Diane Meyers Halle Library
The Diane Meyers Halle Library serves the Endicott College Community as a hub of information resources and is a major source of support for the College's academic curriculum. The Library environment, both physical and online, is designed to be welcoming, friendly, conducive to research, and all styles of inquiry. Over 120,000 volumes in the Library, and digital subscription access to over 100,000 e-books, support academic programming. An array of library-licensed periodical and research databases, many featuring full-text content, collectively represent over 80,000 unique periodical title resources. Reference librarians are available to provide both individual assistance and group instruction to support students with their research and information needs, and to develop information literacy skills that will facilitate lifelong learning. Halle Library's membership in the North of Boston Library Exchange (NOBLE), a consortium of 28 academic and public libraries, provides direct access to over three million items. Access to the Massachusetts Virtual Catalog enables library users to search and request materials from hundreds of public and private libraries across the Commonwealth, representing many millions of collected titles. The integrated, user-friendly Web-based catalog allows patrons to efficiently search the Halle Library collection or any and all libraries in the NOBLE consortium and the Massachusetts Virtual Catalog. Daily delivery service among NOBLE libraries expedites the transfer of requested materials. On-site reciprocal borrowing privileges between NOBLE member libraries are also available. Halle Library is part of the Division of Academic Resources, which strives to enhance and enrich the academic experience of all Endicott College students.

Academic Resources
The Division of Academic Resources is home to the Diane M. Halle Library, Academic Technology, and several student-centered programs designed to assist students in their learning while at Endicott.

The Tutoring Center is nationally certified through the College Reading and Learning Association (CRLA) and offers free one-on-one or small group tutoring in over 200 courses each semester.

The Writing Center, also CRLA certified, is available to all Endicott students, providing feedback on papers and other written work.

The Disability Services Office offers accommodations to those students who self-identify and provide appropriate verification of their disability in compliance with the mandates of Section 504 of the Rehabilitation Act of 1973; of the Americans with Disabilities Act of 1990; and the ADA Amendments Act of 2008; which prohibit discrimination against individuals with disabilities.

The Advising Services Center supports the faculty in advising undergraduate students.

The Student Support Center, a-fee-for service program, offers students 1:1 consultation for two hours per week. Any student who could benefit from assistance with time management, organizational skills, writing, test preparation, research skills, critical thinking skills, and/or self-advocacy is eligible.

The Division also offers MTEL licensure preparation workshops for those pursuing a degree in Education and seeking licensure in the Commonwealth of Massachusetts.

Admission Requirements for Undergraduate Programs

All Applicants
Candidates for Endicott's undergraduate programs, should have a minimum of two years of significant, full-time work experience. Admission to an undergraduate program requires a high school diploma or GED. Prospective students may apply online or submit the following materials to Van Loan School Admissions, Endicott College, 376 Hale Street, Beverly, MA 01915:
- Completed undergraduate application and non-refundable $25.00 application fee (check made payable to Endicott College).
  Online application is also available at http://www.endicott.edu/VanLoan/Van-Loan-Admission.aspx•
- Essay of 250 - 500 words on career goals.

- Official final high school transcript or GED sent directly from the institution.
- Official transcripts of any post-secondary academic work sent directly from the institution(s).
- One letter of recommendation from a supervisor, professional colleague, or instructor.
- Official scores of the Test of English as a Foreign Language (TOEFL) for students whose native language is not English; minimum score of 550 (paper-based) or 79 (iBT) is required. The institutional code for Endicott College is 3369. Endicott also accepts an IELYS score of 6.0 or better.

All admissions requirements must be satisfied in order to be formally accepted, or matriculated, in a degree program. Students must be formally admitted to a program before the completion of 12 Endicott credits.
Additional Admission Requirements for the R.N. to B.S. in Nursing:

- Official transcript of the Associate of Science or comparable coursework that led to the Registered Nurse License; a cumulative Grade Point Average of 2.5 or better from an ACEN accredited Associate degree program or diploma is required.
- Photocopy of Registered Nurse License, which must be current and unrestricted.
- A basic statistics course.

Note: Applicants who did not graduate from a ACEN-accredited program must complete proficiency examinations prior to enrollment in nursing courses. Applicants may complete either the ACT/PEP Examinations, Adult Nursing, Maternal/Child Health in Nursing, Baccalaureate and Psychiatric/Mental Health Nursing with a standard score of 45 or better on each exam OR the NLN Nursing Acceleration Challenge Exams (ACE) II RN-BSN: Care of the Adult Client, Care of the Client During Childbearing and Care of the Child or, Care of the Client with a Mental Disorder, with a decision score of 75 or better on each exam.

International Applicants for Undergraduate Admission

Endicott College welcomes and encourages applicants from around the world.   International applicants must request that an official academic transcript confirming a secondary school diploma equivalent to a U.S. high school diploma be sent directly from the secondary school. Educational documents in a foreign language must be accompanied by a certified English translation.

All transcripts and translations of transcripts must be official originals and must show courses completed, grades received, grading scale, duration of study, degree or diploma received, and the date conferred. Endicott College reserves the right to request verification of the credentials by an external agency. International applicants must submit current TOEFL scores when their native language is not English or when their high school transcript and diploma are not from an institution where English is the language of instruction. Once students have been admitted as degree candidates, Endicott College will send detailed instructions about the process for acquiring an Endicott-sponsored student visa.

Admission Requirements for Doctoral Programs

Admissions Requirements for Ph.D in Applied Behavioral Analysis Program

Admission to the program is based upon a two-step process. Students must first apply to and be accepted as qualified applicants by the Endicott College Van Loan School of Graduate and Professional Studies and the Institute for Behavioral Studies. The second step requires applicants to indicate their first, second, and third choices for their Doctoral Advisor, based in part on the teaching and research interests of the individual faculty. For those students accepted as qualified applicants to the Doctoral program, faculty will review their dossier the in order of the applicants stated preferences. The three current full-time doctoral level faculty may choose to admit up to three new doctoral students per year, to a maximum of nine new students per year. This number will be raised to twelve with the hiring of a fourth member of the faculty, who will serve as the full-time Director of Doctoral Programs. Additional students will only be admitted once current students either graduate, withdraw from the program, or their tenure has expired. Information regarding the number of expected openings in the program for the upcoming year, the area of academic focus of the individual faculty, etc., will be posted annually on the Institute for Behavioral Studies website.

Individuals wishing to be considered for admission to the Doctoral Program in Behavior Analysis offered through the Institute for Behavioral Studies at Endicott College should begin the process by completing the on-line application.

Once this process has been completed, the prospective student should submit the following:

- Complete, official transcripts from all previous, accredited post-secondary education.
- Three letters of recommendation. An academic respondent holding an earned Ph.D. in Behavior Analysis or related field, who can attest to the applicant's ability to complete doctoral study successfully must author at least one letter of recommendation.
- An original 6-10 page Personal Statement, that responds to these questions:
  - What relevant knowledge, skills, experiences bring you to this point of considering doctoral study?
  - In what ways will doctoral study support your academic, professional and/or personal goals?
  - What would be your ideal apprenticeship and why?
- Official copy of scores from the Graduate Record Exam (GRE).
- Official copy of scores from the Miller Analogies Test (MAT).
- All students for whom English is not a first language must submit scores from the Test of English as a Foreign Language (TOEFL).
- A copy of the applicant's curriculum vitae with evidence of at least three years of related, post-Master's/BCBA professional experience.
- A Writing Sample. In addition to the Personal Statement, doctoral applicants are asked to submit a short paper (limit 10 pages), double-spaced, in APA format, responding to a particular question: What are the most critical challenges facing Behavior Analysts today? The writing sample will be evaluated for evidence of: thoughtful analysis, ability to develop main points and support claims, focus and organization, academic style, use of sentence variety and vocabulary to convey meaning clearly, control of sentence structure, language, grammar and punctuation.

Finally, an admission interview is required of all candidates. Applicants will be contacted by the Director of the Institute Doctoral Program in Behavior Analysis to schedule the interview.

Admissions Requirements for Ph.D in Nursing Program

A student applying to the Ph.D. program must have a Master's degree from a regionally accredited institution. The student must also complete the general admissions requirements for graduate programs at Endicott which include:

- A completed graduate application and non-refundable $50.00 application fee (check made payable to Endicott College). An online application is also available at vanloan.endicott.edu.
- Current Resume
- Three letters of recommendation should address scholarly potential.
- Submission of any published works or scholarly paper.
- Official transcripts of all post-secondary academic work sent directly from the institution(s) including confirmation of undergraduate degree and any other graduate work.
- Essay of 250-500 words on professional goals, motivation for graduate study, and, a summary of applicant's research interests.
- Test of English as a Foreign Language (TOEFL) for all students whose native language is not English; minimum score of 550 (paper-based) or 79 (iBT) is required. Endicott also accepts an IELTS score of 6.0 or better.
- Interview with the Program Director and/or Vice President of the Van Loan School.
- Basic registered nursing preparation and a Master's degree from an accredited college or university. Official transcripts must be submitted. A 3.0 grade point average at the Master's level is required.
- Eligible for registered nurse licensure.

Required Credentials: All students are required to meet the College's current standards for medical entrance compliance and to provide documentation of licensure as a professional nurse. After admission, compliance requirements are based on the student's program of study. For example, doctoral students who conduct research at a clinical site are required to meet all requirements related to orientation, immunizations, CPR, malpractice insurance, and any background checks required by the facility.

Review Process: All applications to the Ph.D. program will be reviewed by a committee including the Director of the Doctoral Program, Dean of the School of Nursing and two faculty members. The Vice President and Dean of the Graduate School will make final decisions.

Admissions Requirements for Doctor of Education- Educational Leadership in Higher Education

Students must submit an application form, an application fee, plus:

- Complete, official transcripts from all previous, post-secondary education.
- Three letters of recommendation. At least one letter of recommendation must be authored by an academic respondent holding an earned doctorate degree who can attest to your ability to complete doctoral study successfully.
- . An original 6-10 page (double-spaced, 12 pt. font) Personal Statement. Please respond to these questions: 1). What relevant knowledge, skills, experiences, bring you to this point of considering doctoral study? 2). In what ways will doctoral study support your academic, professional and/or personal goals? 3). What would be your ideal apprenticeship and why? This is an opportunity for you to demonstrate your writing skills. Please be sure that your full name is included on the pages of your Personal Statement.
- Official copy of scores from either the Graduate Record Exam (GRE) Code: 3854 or the Miller Analogies Test (MAT) Code: 2567.
- All students for whom English is not a first language must submit scores from the Test of English as a Foreign Language (TOEFL). Code 3369
- A copy of your resume or curriculum vitae with evidence of at least three years of related, professional experience.
- A Writing Sample. In addition to the Personal Statement, doctoral applicants are asked to submit a short paper (limit 10 pages), double-spaced, in 12 point font, responding to a particular question: What are the most critical challenges facing leaders in higher education today? The writing
  sample will be evaluated for evidence of: thoughtful analysis, ability to develop main points and support claims, focus and organization, academic style, use of sentence variety and vocabulary to convey meaning clearly, control of sentence structure, language, grammar and punctuation. Please be sure that your full name is on the document.
- . An admission interview is required of all candidates; please call the Program Director at 978-998-7753 to make arrangements.

Admissions Requirements for Doctor of Education - PreK-12 Educational Leadership

Students must submit an application form, an application fee, plus:

- Complete, official transcripts from all previous, post-secondary education.
- Three letters of recommendation. At least one letter of recommendation must be authored by an academic respondent holding an earned doctorate degree who can attest to your ability to complete doctoral study successfully.
- An original 6-10 page (double-spaced, 12 pt. font) Personal Statement. Please respond to these questions: 1). What relevant knowledge, skills, experiences, bring you to this point of considering doctoral study? 2). In what ways will doctoral study support your academic, professional and/or personal goals? 3). What would be your ideal apprenticeship and why? This is an opportunity for you to demonstrate your writing skills. Please be sure that your full name is included on the pages of your Personal Statement.
- Official copy of scores from either the Graduate Record Exam (GRE) Code: 3854 or the Miller Analogies Test (MAT) Code: 2567.
- All students for whom English is not a first language must submit scores from the Test of English as a Foreign Language (TOEFL). Code 3369

- A copy of your resume or curriculum vitae with evidence of at least three years of related, professional experience.
- A Writing Sample. In addition to the Personal Statement, doctoral applicants are asked to submit a short paper (limit 10 pages), double-spaced, in 12 point font, responding to a particular question: What are the most critical challenges facing leaders in PreK-12 education today? The writing sample will be evaluated for evidence of: thoughtful analysis, ability to develop main points and support claims, focus and organization, academic style, use of sentence variety and vocabulary to convey meaning clearly, control of sentence structure, language, grammar and punctuation. Please be sure that your full name is on the document.
- An admission interview is required of all candidates; please call the Program Director at 978-816-7651 to make arrangements.

Admission Requirements for Graduate Programs

All Applicants

Admission to a graduate program requires a Bachelor's degree from an accredited college. To be considered for admission, a candidate must apply online or submit the following to Van Loan School Admissions, Endicott College, 376 Hale Street, Beverly, MA 01915:

- Completed graduate application and non-refundable $50.00 application fee (check made payable to Endicott College). An online application is also available at www.endicott.edu/VanLoan/Van-Loan-Admission.
- Two letters of recommendation (one academic reference and one professional reference is desired).
- Official transcripts of all post-secondary academic work sent directly from the institution(s) including confirmation of undergraduate degree, date confirmed, and any other graduate work.
- Essay of 250–500 words on career goals and motivation for graduate study.
- Test of English as a Foreign Language (TOEFL) for all students whose native language is not English; minimum score of 550 (paper-based) or 79 (iBT) is required. The institutional code for Endicott College is 3369. Endicott also accepts an IELTS score of 6.0 or better.
- Interview with the Program Director and/or Vice President of the Van Loan School.
- See below for additional admission requirements for specific degree programs.

All admissions requirements must be satisfied in order to be formally accepted in a degree program. Students must be formally admitted to a program before the completion of six (6) Endicott credits.

Additional, Program-specific Admission Requirements

For the Master of Arts and the Master of Fine Arts in Interior Architecture:
- A design portfolio required for Post-Professional degree applicants
- A design portfolio is optional for First-Professional degree applicants

For the Master of Education in a Non-licensure Program:
- Official score report of either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) NOT REQUIRED for T.I.E.S. and International Education programs or for students who hold a Master's degree.

For the Master of Education Leading to Massachusetts Educator Initial License:
- Official score report of either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). (Not required for students who hold a master's degree).
- A copy of passing scores on the Communication and Literacy Test (MTEL).

For Master of Education in Secondary Education:
- A copy of passing scores on the Communication and Literacy Test (MTEL). **Please note:** Evidence of passing scores on MTEL Subject Matter Test is required prior to the beginning of Practicum and Reflective Seminar.

For Master of Education in Reading and Literacy:
- Initial license in Early Childhood, Elementary, or Teacher of Students with Moderate Disabilities.

For the Master of Education Leading to Massachusetts Educator Professional License:
- Official score report of either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) (Not required for students who hold a master's degree).
- Evidence of passing scores on the Communication and Literacy Test (MTEL).
- Specific licensure requirements by program:

    Early Childhood Education (PreK-2) and Elementary Education (1-6)
    Copy of Massachusetts Initial License in Early Childhood (PreK-2) or Elementary Education (1-6).
    Reading and Literacy
    Copy of Massachusetts Initial License in Reading.
    Special Needs: Moderate Disabilities
    Copy of Massachusetts Initial License in Moderate Disabilities for the appropriate grade level.
    Special Needs: Severe Disabilities (All)
    Copy of Massachusetts Initial License in Severe Disabilities (All).

For the Teaching Fellowship Program

Applicants for the Endicott Teaching Fellowship Program must be admitted to a Master's degree program in Special Needs or Reading and Literacy and adhere to all Van Loan School of Graduate and Professional Studies admission requirements. In addition, prospective Teaching Fellows must already possess an initial educator's license in the Massachusetts Public Schools and must be endorsed/possess a passing score on all applicable MTELS for that initial license.

For the Master of Education in Administrative Leadership

Admissions and Selection Standards
- Application form detailing background and experience.
- Resume and/or curriculum vitae.
- Official transcripts of all academic work (at a minimum a bachelor's degree).
- Two letters of recommendation.
- Personal Statement and Professional Goals.
- Passing score on the Communications and Literacy MTEL.
- Copy of all Massachusetts educator licenses (if applicable).
- Official score on either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).

Additional admissions requirements for each licensure area:

Principal/Assistant Principal
- At least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting.

Superintendent/Assistant Superintendent
- Possession of at least an Initial license in another educational role or Preliminary Superintendent/Assistant Superintendent license.
- Completion of three full years of employment in a district-wide, school-based, or other educational setting.

Special Education Administrator
- Possession of at least an Initial license in Special Education, or as school guidance counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher.
- Completion of three full years of employment in a district-wide, school-based, or other educational setting.

School Business Administrator
- Possession of at least an Initial license in another educational role.
- Completion of three full years of employment in a district-wide, school-based, or other educational setting.

For the Master of Science in Nursing Programs
- Official score report of either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE) (Not required for students .... who hold a master's degree).
- Photocopy of Registered Nurse License, which must be current and unrestricted.
- A basic statistics course is required of all students.

For the Master of Science in Homeland Security Program and Master of Business Administration Program
- Resume

Admission Requirements for Special Programs at the Van Loan School

Accelerated Secondary Teacher Preparation Program

Admission to the post-baccalaureate program requires a Bachelor's degree from an accredited college. To be considered for admission, a candidate must submit the following to Van Loan School Admissions, Endicott College, 376 Hale Street, Beverly, MA 01915:
- Completed graduate application and non-refundable $50.00 application fee (check made payable to Endicott College) An online application is also available at http://www.endicott.edu/VanLoan/Van-Loan-Admission.aspx.
- Official transcripts of all post-secondary academic work including confirmation of undergraduate degree sent directly from the institution.
- A passing score on the Communications and Literacy Test (MTEL) and Subject Matter Test (MTEL) to one of the listed fields.
- Evidence of prior coursework in the chosen subject matter field through transcript review.

Graduate Certificate in Applied Behavior Analysis
- Completed graduate application and non-refundable $50.00 application fee (check made payable to Endicott College) An online application is also available at http://www.endicott.edu/VanLoan/Van-Loan-Admission.aspx.
- Two letters of recommendation (one academic reference and one professional reference is desired).
- Resume
- Official transcript of a Master's degree from an accredited institution sent directly from the institution.

Post Masters Certificate Program in Nursing
- Completed graduate application and non-refundable $50.00 application fee (check made payable to Endicott College). An online application is also available at http://www.endicott.edu/VanLoan/Van-Loan-Admission.aspx.
- Essay of 250–500 words on career goals and motivation for graduate study.
- Official transcript of a Master degree from an accredited college sent directly from the institution.
- Photocopy of Registered Nurse License, which must be current and unrestricted.
- Test of English as a Foreign Language (TOEFL) for all students whose native language is not English; minimum score of 550 (paper-based) or 79 (iBT) is required. The institutional code for Endicott College is 3369. Endicott also accepts an IELTS score of 6.0 or better.
- Interview with the Program Director.

International Applicants for Graduate Admission

Endicott College welcomes and encourages applicants from around the world. International applicants are required to hold a college or university degree equivalent to a four-year American baccalaureate degree. Educational documents in a foreign language are required to be translated into English. All transcripts and translations of transcripts must be official originals and must show courses completed, grades received, grading scale, duration of study, degree or diploma received, and the date conferred. Endicott College reserves the right to request verification of the credentials by an external agency. International applicants must submit current TOEFL scores when their native language is not English or when their baccalaureate transcript is not from an institution where English is the language of instruction. Once students have been admitted as degree candidates, Endicott College will send detailed instructions about the process for acquiring an Endicott-sponsored student visa.

The International Teaching Certificate (ITC)

Endicott College recognizes the International Teaching Certificate (ITC) awarded by the European Council of International Schools (ECIS) and developed by ECIS in conjunction with the University of Cambridge. Endicott will award 12 credits toward completion of the Master of Education in International Education degree program. Applicants must submit an official and complete set of the Examiner's Feedback on each of the standards and an official copy of the ITC award. Applicants should request that these documents come directly from ECIS and be sent to the Admissions Office at the Van Loan School.

Registration

Registration may be completed online via the Endicott web site.
Registration (including payment of tuition and fees) must be completed and received by the Van Loan School by the start date of the course. Students who are members of a cohort should be prepared to register for their next cohort course on the last night of the current course. Registrations not received by the start date of the course are subject to a mandatory $50 per course late fee.

Registration for courses is the responsibility of the student. Non-availability of a site coordinator (off-campus) or a Van Loan School representative to register students in class does not absolve the student of the responsibility to register for courses on time.
Registration for courses may be completed by mail (as long as it arrives at the Van Loan School prior to the start of the first class in a course),

Endicott College undergraduate, full-time students are required to have a permission form signed by the dean of their major and the Vice President and Dean of the Undergraduate College, approving their courses, before registration for the Van Loan School courses may occur.

Withdrawal from a Course

Withdrawal from a course must be requested in writing and sent to the Van Loan's office of the Registrar.

Refunds are permitted according to the date the withdrawal request is received. Failure to officially withdraw from a course once it has begun will result in a grade of "F" on the College transcript.

Financial Aid

Financial assistance is available for eligible students through Endicott College. To qualify for financial aid, a student must be a United States citizen or an eligible non-citizen, be enrolled in an approved program, and be in good academic standing.

The family contribution is determined by submitting the Free Application for Student Aid (FAFSA). Endicott's FAFSA code is 002148. All students must reapply for financial aid each year and must maintain satisfactory academic progress to remain eligible.

Students should contact the Endicott College financial aid office for information on how to start the process of applying for financial aid. The telephone number of the financial aid office is 978-998-7715. Prior to applying for financial aid, a student must be matriculated in a degree program.

Tuition and Fees at the Van Loan School, 2014–15

Tuition

Bachelor degree courses $335/credit
....($1,005 per 3-credit course)
M.Ed. degree courses $429/credit
....($1,287 per 3-credit course)
M.B.A./M.S.I.T. degree courses $644/credit
....($1,932 per 3-credit course)
M.A./M.F.A. in Interior Architecture degree courses ....$675/credit ($2,025 per 3-credit course)
M.S. in Homeland Security..$613/credit ($1,839 per 3-credit course)
M.S. in Nursing degree courses $675/credit
....($2,025 per 3-credit course)
Applied Behavior Analysis Certificate Courses.. $500/credit
....($1,500 per 3-credit course)
Autism Certificate Courses $520/credit
....($1,560 per 3-credit course)
ESL Level 0, 1, 2, 3...$150/course/non-credit
ESL Level 4 and 5... $335/credit
Graduate, TIES..$6,623/semester
Ed.D. program .... $5075/semester ($2,538/per 3 credits)
Ph.D. programs... $5998/semester ($2,999/per 3 credits)
Van Loan audit fees for three-credit courses:
Undergraduate $100/course
Graduate $130/course
M.B.A $195/course
Note: The College may have different tuition models for various regional and international sites. Each site has a written tuition statement. Please request a copy of that statement as part of the admission process.

Fee Schedule for Resident Students

Housing (standard). $4,734/semester
....($750 additional per semester for a single room, if applicable)
Meal Plans (optional, per semester): Cost depends on meal plan chosen ....$1,041-$2,133/semester

Other Fees

Application fee – undergraduate program..$25.00
Application fee – graduate program $50.00
Application fee -- doctoral program $50.00
Undergraduate registration fee (one time per semester) $25.00
Employee registration fee per course..$25.00
Late registration/late payment fee $50.00
Returned check fee..$50.00
Materials fee, if any, will be noted in the course description.
Doctoral curriculum fee..$1200/semester ($600/per 3 credits)
ID Masters Dissertation III Extended Thesis... $1,200/semester
M.B.A. curricular fee † $1,350.00
APL assessment fee (in addition to APL tuition)..$750.00
APL extension fee..$75.00
Graduation fee $200.00
Transcript fee $6.00/each
Health Insurance Fee * .... $1,600/year (undergraduate)
....$1,950/year (graduate)

† The MBA Curricular Fee is charged at a per course rate of $97 for the part-time MBA program and $113 per course
for the full-time MBA program.

* The Massachusetts Universal Health Care Program requires all students registered for nine credit hours or more per semester (graduate) or twelve credits

hours or more per semester (undergraduate) to have health insurance. Health insurance is made available through Endicott College and will be charged unless the student can provide proof of comparable health insurance coverage and complete a waiver form. The waiver form must be completed online at www.gallagherkoster.com. Failure to complete this form may result in the student being enrolled and charged for health insurance as $1,600 for undergraduate students and $1,950 for graduate students.

Full payment is required at the time of registration.

Withdrawals/Refunds

Withdrawal from a course must be requested officially in writing and delivered to the Office of the Assistant Registrar at the Van Loan School, either in person or via email. Failure to withdraw officially from a course once it has commenced will result in a grade of "F" on the college transcript. Refunds are permitted according to the date the withdrawal request is received:

For courses that have 5 to 7 sessions (or weeks if online):
> 100% of tuition if requested before the first session;
> 50% if requested at any time before the second session;
> No refund after the start of the second session.

For courses that have 8 to 12 sessions (or weeks if online):
> 100% of tuition if requested before the first session;
> 75% of tuition if requested by the second session;
> 50% of tuition if requested by the third session;
> No refund after the start of the third session.

For the semester-based Doctoral Program:
> 100% of tuition and doctoral fee prior to the start of the semester;
> 75% of tuition (no refund of doctoral fee) within one week of the first class of the semester;
> 50% of tuition (no refund of doctoral fee) within two weeks of the first class of the semester;
> No refund of tuition or doctoral fee after fifteen days of the first class of the semester.
> **Please note:** Application and registration fees are NOT refundable.

Accelerated Undergraduate Degree Completion Programs

Overview
The accelerated undergraduate programs offered at Endicott provide adult learners an opportunity to complete Associate and/or Bachelor degrees in the evening and/or online, following an intensive format. Students may pursue majors in Business Administration, Integrated Studies, Liberal Studies, and Psychology.

Endicott's programs acknowledge that adult students have a wealth of prior achievements and experiences. Students who have taken previous postsecondary courses, as well as students who can document work and life experiences, may be eligible to accelerate the completion of their degrees. After a review of transfer credits and an assessment of prior learning, students often find that they are well on their way to their desired degrees.

Program Format
The program offers part-time study for working professionals in the evening and/or online. Classroom courses typically meet from 6:00 – 10:00 p.m., one evening a week for five to eight weeks, depending on course content. Students spend an additional four hours of study a week to prepare for group assignments. Online courses are asynchronous, and students normally participate at their convenience.

Special Offerings for Endicott College Alumni
Academic advisors at the Van Loan School work closely with former Endicott students who wish to complete the Associate degree and with Endicott Associate graduates who wish to finish a Bachelor degree. The School offers tuition discounts to Endicott Associate graduates who matriculate into a campus-based Endicott Bachelor degree program.

Cohort-Based Associate Degree Programs

Overview
There are a number of studies that show dramatic improvements in retention and student success when students are part of a cohort – a group of students who move through classes together. This group model helps build strong peer connections and helps keep students more engaged in college life. Unlike community colleges which offer a variety of majors and electives, Endicott's programs are more focused and structured. This structure will allow students to more easily balance work and school, and it will give Endicott more opportunities to develop workshops, lectures, and internships.

Program Format

Students in the Associate degree programs in Boston and Gloucester take classes in a traditional 15-week semester. The courses are scheduled so full time students take two classes a day Monday through Thursday and one class a day on Fridays. Typically, classes will run from 9:00AM to 12:30PM.

Advising

Each student is assigned an advisor at the time of her/his acceptance into the college. An advising plan is developed for each student which outlines the courses required for degree completion. Students may also check the College's student database for degree audit information.

Transfer Credits

For Associate degree programs, a maximum of 32 transfer credits from other accredited colleges may be applied to the Endicott Associate degree. Grades of "C" or better may be accepted, and no more than six credits may carry a "C-" grade. For Bachelor degree programs, a maximum of 85 transfer credits from other accredited colleges may be applied to the Endicott Bachelor degree provided the courses fit the curriculum of the major and the degree. Grades of "C" or better may be accepted, and no more than six credits may carry a "C-" grade.

Official transcripts of previous college work, mailed directly to Endicott College Van Loan School from previous colleges or universities, must be received to transfer credit to Endicott. Students must be matriculated before transfer credits can be added to the Endicott College transcript.

Diploma in Nursing from an Accredited Diploma Program

Endicott awards up to 39 Nursing credits from accredited non-degree Nursing diploma programs toward completion of the Bachelor of Science degree in Nursing. Applicants must request that an official transcript be sent directly by the awarding institution to the Admissions Office at the Van Loan School of Graduate and Continuing Studies.

American Council on Education: Transfer and Credit Equivalency

The American Council on Education (ACE) evaluates for college credit, education and training programs including those offered in the military, the workplace, apprenticeship, and training programs. A matriculated student in the Adult Bachelor Program may submit an official ACE transcript to petition that the course equivalencies be considered as transfer credits. A maximum of 85 credits, including any ACE credits that apply to the student's program of study, may be counted toward completion of the Bachelor degree at Endicott. A maximum of 32 transfer credits may be counted toward completion of the Associate degree at Endicott.

Assessment of Prior Learning (APL 100)

Endicott College recognizes that not all learning occurs in a classroom and that adult learners may have acquired college-level learning through work and life experience. APL 100 provides adult students with the opportunity to accelerate the completion of their Bachelor degrees.

Assessment of Prior Learning (APL 100) is a three-credit, semester-based course in which adult students are guided through an academic process to create a proficiency portfolio of case studies portraying significant work and life experience, substantiated with verifiable documentation of that learning. Upon submission, each case study is evaluated individually for college credit. College credit is awarded for learning, not just for experience, based upon Council for Adult Experiential Learning (CAEL) academic and administrative standards.

APL uses many techniques to document college level learning experiences:

- Dynamic group discussion
- Work and life review
- Structured exercises
- Peer support
- Peer review and analysis

Students receive three credits for successful completion of APL 100. Bachelor candidates may forward a maximum of 85 credits toward the completion of the degree including any credits acquired through the APL process. A Bachelor candidate may petition for a maximum of 30 APL credits. An Associate degree candidate may also petition for up to 30 credits, of which 15 credits would apply to completion of the Associate degree with the remaining credits held toward completion of a Bachelor program.

January/Winter Intersession

The January/Winter Intersession is a three-week intensive term during which courses are offered for undergraduate students in an accelerated format. Both online and classroom courses are offered. The courses are open to Endicott undergraduate students and students from other colleges. Endicott undergraduates are required to obtain written approval of their course selections prior to enrollment in the Intersession.

Senior Thesis

All Bachelor degree candidates are required to complete a senior thesis. The skills and courses that are required as preparation for and completion of the thesis include: basic mathematics, writing, and computer skills; MTH 126 Applied Statistics, PSY 302 Research Methods, BUS/LST/PSY 489 Senior Thesis I, BUS/LST/PSY 479 Research Project I and II, and BUS/LST/PSY 490 Senior Thesis II.

Articulated Degree Completion Programs

The Articulated Accelerated Degree Completion program allows for a seamless transition from an Associate degree to a Bachelor degree, if the Associate degree was earned at colleges with which Endicott College is articulated. Located at or near the articulated college, these programs allow a student with an Associate degree to earn a Bachelor of Science in Business Administration in as few as 25 months.

Academic Residency for Active-Duty Military Personnel

Endicott College limits academic residency for active-duty military service members to no more than twenty five percent of the degree requirements for all degrees. Academic residency can be completed at any time while active-duty military service members are enrolled. Reservist and National Guardsman on active-duty are covered in the same manner.

Final Residency at Endicott

A minimum of 30 credits must be earned at Endicott College, and 24 of the last 30 credits toward an undergraduate degree must be earned at Endicott College. The last 24 undergraduate residency credits are exclusive of credit earned through the Assessment of Prior Learning (APL).

Associate Degree Programs

Associate in Science in Business

The Business program is offered for those who want a background in the field but do not want to complete the more comprehensive, general education core or upper division major field concentration required for the Baccalaureate degree. In addition to the general education requirements for the Associate degree, students must complete all six of the Business and related courses required in the first two years of the Bachelor of Science in Business Administration program and three additional Business or related electives for a total of ten courses or 30 credits in their major.

Learning Outcomes

Upon completion of the program students will:
- Converse and write at an acceptable level for business communications in English.
- Conceptualize a complex business issue into a coherent written statement and oral presentation.
- Recall and apply the basic foundational knowledge of science and liberal studies.
- Effectively use and understand digital technology as it applies to contemporary business practices.

Program of Study

ACC	175	Financial Accounting 3 cr.	
ACC	185	Managerial Accounting	3 cr.
BUS	110	Business Computers (BUS/GPAB)	3 cr.
BUS	120	Business Fundamentals	3 cr.
BUS	200	Marketing	3 cr.
BUS	270	Communicating in Business	
ECN	201	Macroeconomics, OR	
ECN	202	Microeconomics	3 cr.
ENG	101	College Writing Seminar	3 cr.
		Business Major Electives	6 cr.
		Writing Designated Course	3 cr.
		World Culture Course	3 cr.
		Aesthetic Awareness Course	3 cr.
		Literary Perspectives Course	3 cr.
		Individual & Society Course	3 cr.
		Quantitative Reasoning Course	3 cr.
		Ethical Reasoning Course	3 cr.
		Science & Technology Course	3 cr.
		Global Issues Course	3 cr.
		Open Electives	9 cr.

Total degree requirements   **66 cr.**

Associate in Science in Integrated Studies

The Integrated Studies program is not designed to overlap with existing degrees, but rather to provide qualified students with an academic program that meets their unique needs. Offering students flexibility, independence, and academic rigor, this option provides undergraduate adult learners with the opportunity to draw on the resources of the entire curriculum, across disciplines.

Learning Outcomes

Upon completion of the program students will:
- Effectively communicate in writing and through oral communication
- Conceptualize a complex business issue into a coherent written statement and oral presentation.
- Understand and be able to use basic concepts in algebra and quantitative methods in solving business problems.
- Recall and apply the basic foundational knowledge of science and liberal studies as delivered through the Baccalaureate Core.

Program of Study

BUS	120	Business Fundamentals	3 cr.
ENG	101	College Writing Seminar	3 cr.
ENG	102	Introduction to Literature	3 cr.
		World Culture Course	3 cr.
		Aesthetic Awareness Course	3 cr.
		Literary Perspectives Course	3 cr.
		Individual & Society Course	3 cr.
		Quantitative Reasoning Course	3 cr.
		Ethical Reasoning Course	3 cr.
		Science & Technology Course	3 cr.
		Global Issues Course	3 cr.
		History Elective	3 cr.
		Political Science or Sociology Elective	3 cr.
		Psychology Elective	3 cr.
		Open Electives	24 cr.

Total degree requirements   **66 cr.**

Associate in Science in Hospitality

The Hospitality program is designed to prepare students to take a leading role in one of the largest and most diversified industries in the world. The Hospitality curriculum allows students to take introductory level courses within the major and blend those classes with a strong foundational academic program. Boston has a thriving hospitality industry and students will have opportunities to do internships at some of the many hotels and event locations in the city. This program is currently only offered at the Endicott College Boston academic center.

Learning Outcomes

Upon completion of the program students will:

- Converse and write at an acceptable level for business communications in English.
- Be prepared to be effective entry-level employees in the hospitality industry.
- Recall and apply the basic foundational knowledge of science and liberal studies.
- Be prepared to pursue bachelor level academic work

Program of Study

ENG	101	College Writing Seminar	3 cr.
PSY	100	General Psychology	3 cr.
ACC	175	Financial Accounting	3 cr.
BUS	120	Business Fundamentals	3 cr.
HTM	101	Foundations of Hospitality Management	3 cr.
HTM	108	Rooms Division Management	3 cr.
HTM	110	Service Management	3 cr.
HTM	213	Hospitality Sales & Marketing	3 cr.
HTM	240	Culinary Arts Operations	3 cr.
HTM	250	Food & Beverage Management	3 cr.
HTM	255	Fundamentals of Events	3 cr.
		Writing Designated Course	3 cr.
		World Culture Course	3 cr.
		Aesthetic Awareness Course	3 cr.
		Literary Perspectives Course	3 cr.
		Individual & Society Course	3 cr.
		Quantitative Reasoning Course	3 cr.
		Ethical Reasoning Course	3 cr.
		Science and Technology Course	3 cr.
		Global Issues Course	3 cr.
		Open Electives	6 cr.

Total degree requirements   **66 cr.**

Associate Programs Offered in Madrid, Spain

The following Endicott College Associate degree programs are offered in Madrid, Spain at The College for International Studies (CIS).

Associate in Arts in Liberal Studies Program of Study

ART	102	Visual Art and Cultural Values II	3 cr.
BIO	130	Principles of Ecology	4 cr.
EC	100	CIS Transitions Seminar	1 cr.
ENG	101	College Writing Seminar	3 cr.
ENG	102	Introduction to Literature	3 cr.
ENG	103	Speech	3 cr.
INT	200	Internship II	2 cr.
LST	100	Seminar in Academic Inquiry	3 cr.
PSY	100	General Psychology	3 cr.
PHL	104	Ethics	3 cr.
		World Culture Course	3 cr.
		Quantitative Reasoning Course	3 cr.
		Global Issues Course	3 cr.
		Concentration Electives (two each in two areas)	12 cr.
		Open Electives	18 cr.

Total degree requirements   **67 cr.**

Associate in Arts in Liberal Studies, with a Concentration in Communication

Program of Study

ART	102	Visual Art and Cultural Values II	3 cr.
BIO	130	Principles of Ecology	4 cr.
BUS	121	Business Fundamental II	3 cr.
BUS	200	Marketing	3 cr.
CMM	103	Advertising Fundamentals	3 cr.
CMM	106	Media & Culture I	3 cr.
CMM	107	Media & Culture II	3 cr.
CMM	203	Public Relations	3 cr.
CMM	306	Social Impact of the Media	3 cr.
EC	100	CIS Transitions Seminar	1 cr.
ENG	101	College Writing Seminar	3 cr.
ENG	102	Introduction to Literature	3 cr.
ENG	103	Speech	3 cr.
INT	200	Internship II	3 cr.
LST	100	Seminar in Academic Inquiry	3 cr.
PHL	104	Ethics	3 cr.
PSY	100	General Psychology	3 cr.
		World Culture Course	3 cr.
		Quantitative Reasoning Course	3 cr.
		Global Issues Course	3 cr.
		Open Electives	9 cr.

Total degree requirements   **67 cr.**

Associate in Science in Business

Program of Study

ACC	175	Financial Accounting	3 cr.
ACC	185	Managerial Accounting	3 cr.
BIO	130	Principles of Ecology	4 cr.
BUS	110	Business Computers I	3 cr.
BUS	120	Business Fundamentals I	3 cr.
BUS	121	Business Fundamentals II	3 cr.
BUS	200	Marketing	3 cr.
BUS	210	Finance	3 cr.
EC	100	CIS Transitions Seminar	1 cr.
ECN	201	Macroeconomics	3 cr.
ECN	202	Microeconomics	3 cr.
ENG	101	College Writing Seminar	3 cr.
ENG	102	Introduction to Literature	3 cr.
ENG	103	Speech	3 cr.
INT	200	Internship II	2 cr.
LST	100	Seminar in Academic Inquiry	3 cr.
MTH	126	Applied Statistics	3 cr.
PSY	100	General Psychology	3 cr.
		Core Electives	12 cr.

Total degree requirements — **67 cr.**

Associate in Arts in Liberal Studies, with a Concentration in Fine Arts

Program of Study

ART	102	Visual Art and Cultural Values II	3 cr.
EC	100	CIS Transitions Seminar	1 cr.
ENG	101	College Writing Seminar	3 cr.
LST	100	Seminar in Academic Inquiry	3 cr.
ENG	102	Introduction to Literature	3 cr.
ENG	103	Speech	3 cr.
BIO	130	Ecology	4 cr.
PSY	100	General Psychology	3 cr.
PHL	104	Ethics	3 cr.
INT	200	Internship II	2 cr.
		Open Electives	6 cr.
		Global Issues Course	3 cr.
		Quantitative Reasoning Course	3 cr.
		World Cultures Course	3 cr.
		Art Requirements	27 cr.
ART	101	Visual Art and Cultural Values I: Prehistory – c.1310	3 cr.
ART	105	Drawing and Composition I	3 cr.
ART	106	Drawing and Composition II	3 cr.
ART	115	Foundations of Design	3 cr.
ART	201	Painting I	3 cr.
ART	202	Painting II	3 cr.
ART	207	Color Theory and Light	3 cr.
ART	241	Figure Drawing: Anatomy for Artists	3 cr.

Total degree requirements — **67 cr.**

Bachelor Degree Programs

Bachelor of Arts in Liberal Studies

The Liberal Studies program is not designed to overlap with existing degrees but rather to provide qualified students with an academic program that meets their unique needs. Offering students flexibility, independence, and academic rigor, this option provides undergraduate adult learners with the opportunity to draw on the resources of the entire curriculum, across disciplines.

Learning Outcomes

Upon completion of the program students will:
- Effectively communicate in writing and through oral communication.
- Exhibit skills in critical thinking and problem solving with ethical thought.
- Demonstrate an understanding of the liberal arts disciplines at the lower and upper levels.
- Understand and apply methods of inquiry associated with a range of disciplines.
- Design, execute, and present a personal project, which synthesizes and applies, selected knowledge, skills and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization.

Program of Study

ART	404	Imagination and Creativity	3 cr.
BUS	120	Business Fundamentals	3 cr.
CMM	306	Social Impact of the Media	3 cr.
ENG	101	College Writing Seminar	3 cr.
LST	479A	Research Project I	3 cr.
LST	479B	Research Project II	3 cr.
LST	489	Senior Thesis I	3 cr.
LST	490	Senior Thesis II	3 cr.
MTH	126	Applied Statistics	3 cr.
PHL	100	Introduction to Philosophy	3 cr.
POL	213	American Government and Politics	3 cr.
PSY	302	Research Methods	3 cr.
		History Elective	3 cr.
		International Studies Elective	3 cr.
		Philosophy or Religious Studies Elective	3 cr.
		Writing Designated Course	3 cr.
		World Culture Course	3 cr.
		Aesthetic Awareness Course	3 cr.
		Literary Perspectives Course	3 cr.
		Individual & Society Course	3 cr.
		Ethical Reasoning Course	3 cr.
		Science & Technology Course	3 cr.
		Global Issues Course	3 cr.
		General Education Electives	12 cr.
		Open Electives	45 cr.

Total degree requirements **126 cr.**

Bachelor of Arts in Liberal Studies with a Concentration in Educational Studies (non-licensure option)

The Liberal Studies with a concentration in Educational Studies major allows students to pursue their interest in teaching and related professions. Through required liberal arts courses, students gain content knowledge in math, science, children's literature and history. Education courses focus on curriculum theory and design, special needs, instructional technology, and key concepts and thinkers in the field. This major prepares students for a variety of jobs, including work in day care centers, private schools, and other positions that do not require state licensure. Note: The program does not lead to public school licensure or certification.

Learning Outcomes

Upon completion of the program students will:
- Effectively communicate in writing and through oral communication.
- Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within the concentration.
- Recall and apply the basic foundational knowledge of educational studies as delivered through the Baccalaureate Core.
- Apply quantitative decision-making techniques for problem solving.
- Design, execute, and present a personal project, which synthesizes and applies, selected knowledge, skills and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization.

Program of Study

ED	101	Introduction to Education	3 cr.
ED	102	Curriculum Theory and Instruction	3 cr.
ED	203	Introduction to Special Needs	3 cr.
ED	210	Integrating Technology in the Classroom	3 cr.
ED	339	Classroom Assessment	3 cr.
ENG	101	College Writing Seminar	3 cr.
ENG	312	Children's Literature	3 cr.
MTH	126	Applied Statistics	3 cr.
POL	213	American Government & Politics	3 cr.
PSY	200	Child and Adolescent Psychology	3 cr.
PSY	302	Research Methods	3 cr.
LST	489	Senior Thesis I	3 cr.
LST	479A	Research Project Part One	3 cr.
LST	479B	Research Project Part Two	3 cr.
LST	490	Senior Thesis II	3 cr.
		Writing Designated Course	3 cr.
		World Culture Course	3 cr.
		Aesthetic Awareness Course	3 cr.
		Ethical Reasoning Course	3 cr.
		Science & Technology Course	3 cr.
		Education Electives	15 cr.
		(at least one 300 level or higher)	
		Open Electives	51 cr.

Total degree requirements   **126 cr.**

Please Note: Students receiving a B.A. in Liberal Studies with a concentration in Educational Studies also have the option of earning a 27-credit concentration in Autism and Applied Behavior Analysis. Information about this concentration is included at the end of the undergraduate program section.

Bachelor of Science in Business Management

The Business Management program provides students with a solid base in the knowledge and skills necessary to effectively manage organizational needs. Vital business topics are covered in a broad-based curriculum that includes management, marketing, law, finance, and international business. Working professionals enhance their leadership, teamwork, and communication skills throughout the program.

Learning Outcomes

Upon completion of the program students will:
- Demonstrate the analytical and problem solving skills needed to solve complex challenges in business.
- Understand and be able to use team building, collaborative behaviors and project management in the accomplishment of group tasks.
- Effectively communicate in writing and through oral communication within the conventions of business.
- Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within business.
- Design, execute, and present a personal project, which synthesizes and applies selected knowledge, skills and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization.

Program of Study

ACC	175	Financial Accounting	3 cr.
ACC	185	Managerial Accounting	3 cr.
BUS	110	Business Computers	3 cr.
BUS	120	Business Fundamentals	3 cr.

BUS	200	Marketing	3 cr.
BUS	210	Finance	3 cr.
BUS	270	Communicating in Business	3 cr.
BUS	320	Organizational Behavior	3 cr.
BUS	479A	Research Project I	3 cr.
BUS	479B	Research Project II	3 cr.
BUS	489	Senior Thesis I	3 cr.
BUS	490	Senior Thesis II	3 cr.
ECN	201	Macroeconomics	3 cr.
ECN	202	Microeconomics	3 cr.
ENG	101	College Writing Seminar	3 cr.
MTH	126	Applied Statistics	3 cr.
PSY	302	Research Methods	3 cr.
		Writing Designated Course	3 cr.
		World Culture Course	3 cr.
		Aesthetic Awareness Course	3 cr.
		Literary Perspectives Course	3 cr.
		Individual & Society Course	3 cr.
		Ethical Reasoning Course	3 cr.
		Science & Technology Course	3 cr.
		Global Issues Course	3 cr.
		General Education Electives	12 cr.
		Business Major Electives	12 cr.
		Open Electives	27 cr.

Total degree requirements **126 cr.**

Bachelor of Science in Nursing

The Bachelor of Science in Nursing is a degree completion program for the student who has a Registered Nurse License that is current and unrestricted.

The mission of the Endicott College School of Nursing is to prepare graduates to practice in a complex and ever-changing healthcare environment, while providing a solid base in liberal education. Curriculum integration of global health care issues and cultural concepts ensure that students can participate in society as educated, culturally competent, and socially responsible individuals who respect others and the environment and who are committed to protecting and promoting the well-being of those assigned to their care. Inherent in this mission is the goal that students remain life-long learners, committed to both personal and professional development.

Endicott College fosters the educational mobility of nurses. The nursing program prepares students for graduate education and provides opportunities for nurses to obtain a Bachelor degree with a major in Nursing. The College has articulation agreements with Associate degree programs to facilitate the transition of graduates from those schools to Endicott.

Accreditation
The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326. Phone (404) 975-5000 and Fax (404) 975-5020.

Learning Outcomes

Upon completion of the Bachelor of Science with a major in Nursing, the graduate will be able to:
- Demonstrate the critical inquiry and analytic skills needed to engage constructively in intellectual discourse about the health needs and problems of diverse individuals, families, groups and communities throughout the life cycle.
- Synthesize knowledge from the physical, behavioral, social sciences and humanities into the practice of nursing to promote health of individuals, families, groups and the community.
- Utilize research findings in nursing practice.
- Promote the rights of individuals, families, groups and the communities in relation to professional practice standards, ethical considerations and legal implications of the nursing profession.
- Effectively communicate in oral and written form within the conventions of the discipline of nursing.
- Utilize technology to provide client centered care in diverse health care settings.
- Implement nursing and related theories and research in nursing practice to perform therapeutic nursing interventions to prevent illness, promote, maintain and restore health for diverse clients in a variety of settings across the health/illness continuum.
- Develop a commitment to lifelong learning, professional development, and active involvement in professional nursing organizations.
- Integrate leadership and management skills while promoting the professional role of nursing and the delivery of quality health care within the health care system.
- Provide culturally competent care in the care of individuals, families, groups and communities across the lifespan.

Transfer Credits for the Undergraduate Nursing Program

For Bachelor degree programs, a maximum of 85 transfer credits from other accredited colleges may be applied to the Endicott Bachelor degree provided the courses fit the curriculum of the major and the degree. Grades of "C" or better may be accepted, and no more than six credits may carry a "C-"grade.

Official transcripts of previous college work, mailed directly to Endicott College from colleges or universities, must be received to transfer credit to Endicott. Students must be matriculated before transfer credits can be added to the Endicott College transcript. To request transfer credit for a Nursing course taken at another institution, the applicant must present a course syllabus for each Nursing course and a transcript from the previous program for evaluation by the Nursing Faculty committee. The applicant may be required to take examination(s) to assess previous learning.

RN students may be awarded toward the Bachelor's degree program, a maximum of 39 credits in transfer from their associate level degree coursework. If accepted, these credits may fulfill the requirements of: NU 210 Fundamentals of Nursing, NU 211 Care of Adults, NU 311 Psychosocial Nursing, NU 313 Care of Childbearing Families, NU 314 Care of Children, and NU 410 Acute Care Nursing.

Promotion and Graduation

Students must achieve a "C+" or better in all Nursing courses and must also maintain a cumulative grade point average of 2.5 each semester in order to progress in the program and be recommended for graduation from the Nursing program.

Program of Study

BIO	201	Anatomy and Physiology I and Lab	4 cr.
BIO	202	Anatomy and Physiology II and Lab	4 cr.
BIO	207	Clinical Microbiology and Lab	4 cr.
BIO	335	Pathophysiology	3 cr.
ENG	101	College Writing Seminar	3 cr.
MTH	126	Applied Statistics	3 cr.
NU	210	Fundamentals of Nursing	8 cr.
NU	211	Care of Adults	8 cr.
NU	230	Health Assessment	4 cr.
NU	305	RN Role Transition	3 cr.
NU	306	Nursing Research	3 cr.
NU	307	Pharmacology	3 cr.
NU	311	Psychosocial Nursing	8 cr.
NU	313	Care of Childbearing Families	5 cr.
NU	314	Care of Children	5 cr.
NU	400	Nursing Internship and Seminar	5 cr.
NU	408	Leadership and Management in Nursing	3 cr.
NU	410	Acute Care Nursing	8 cr.
NU	411	Community Health Nursing	4 cr.
NU	489	Senior Thesis I	3 cr.
NU	490	Senior Thesis II	3 cr.
PE	210	Nutrition	3 cr.
		World Culture Course	3 cr.
		Aesthetic Awareness Course	3 cr.
		Literary Perspectives Course	3 cr.
		Individual and Society Course	3 cr.
		Ethical Reasoning Course	3 cr.
		Global Issues Course	3 cr.
		Open Electives	11 cr.

Total degree requirements   **126 cr.**

Bachelor of Science in Psychology

The Bachelor of Science in Psychology program is designed to offer small classes and balanced coursework. The curriculum provides a broad background in the liberal arts and sciences, research skills, and the understanding of human behavior.

Within the Psychology program, students will study how human behavior changes from infancy through old age. Students will learn how to critically evaluate research often reported in the popular media. Students will also be introduced to research techniques such as survey construction and systematic observation, which they will find useful in the workplace. Specific areas of human behavior such as behavior disorders, counseling techniques, and forensic psychology are examined through a choice of psychology electives.

Learning Outcomes

Upon completion of the program students will:
- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- Demonstrate an understanding of basic research methods in psychology, including research design, data analysis, and interpretation.
- Communicate effectively within the conventions of the discipline.
- Design, execute, and present a personal project, which synthesizes and applies selected knowledge, skills, and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization.

Program of Study

ENG	101	College Writing Seminar	3 cr.
MTH	126	Applied Statistics	3 cr.
PSY	100	General Psychology	3 cr.
PSY	200	Childhood and Adolescent Psychology	3 cr.
PSY	203	Adulthood and Aging	3 cr.
PSY	220	Psychological Perspectives	3 cr.
PSY	302	Research Methods	3 cr.
PSY	310	Abnormal Psychology	3 cr.
PSY	322	Physiological Psychology: The Mind/Brain Connection	3 cr.
PSY	350	History and Systems of Psychology	3 cr.
PSY	479A	Research Project I	3 cr.
PSY	479B	Research Project II	3 cr.
PSY	489	Senior Thesis I	3 cr.
PSY	490	Senior Thesis II	3 cr.
SOC	101	Introduction to Sociology	3 cr.
		Writing Designated Course	3 cr.
		World Culture Course	3 cr.
		Aesthetic Awareness Course	3 cr.
		Literary Perspectives Course	3 cr.
		Ethical Reasoning Course	3 cr.
		Science & Technology Course	3 cr.
		Global Issues Course	3 cr.
		General Education Electives	12 cr.
		Psychology Major Electives	6 cr.
		Open Electives	42 cr.

Total degree requirements   **126 cr.**

Please Note: Students receiving a Bachelor of Science in Psychology also have the option of earning a 27-credit concentration in Autism and Applied Behavior Analysis. See description on the next page.

Bachelor Degree Program Concentrations

Concentration in Autism and Applied Behavior Analysis

The goal of the concentration in Autism and Applied Behavioral Analysis is to provide students with the opportunity to complete part of the lengthy process toward national certification in Behavior Analysis through the BCBA. The curriculum consists of six courses and two field experiences.

Student Learning Outcomes

By the end of the program, as measured by written examination and an in vivo demonstration of related skills, students will be able to:

- Demonstrate an understanding of the science of human behavior.
- State the underlying assumptions and goals of functional analysis and cite the relevant research literature that supports these assumptions and goals.
- Explain the different types of functional assessment, including indirect and direct assessment methodologies, and they will cite the relevant research literature supporting them.
- Outline the possible functions a problem behavior might serve and design appropriate assessment conditions to test such functions.
- Display competency in conducting evidence-based teaching practices with children diagnosed on the Autism Spectrum.
- Exhibit an understanding of the learning and behavioral deficits related to Autism Spectrum Disorder.

Required Courses

ABA	280	Introduction to the Basic Principles of Applied Behavior Analysis	3 cr.
ABA	310	Assessment in Behavior Analysis	3 cr.
ABA	332	Advanced Topics in Behavior Analysis	3 cr.
ABA	345	Introduction to Autism Spectrum Disorders	3 cr.
ABA	400	Practicum in Autism and Applied Behavior Analysis I	12 cr.
ABA	450	Practicum in Autism and Applied Behavior Analysis II	3 cr.

Total number of credits required   **27 cr.**

Concentration In Early Childhood Education

The Early Childhood Education Concentration is an 8 course, 24 credit specialization that focuses on important issues for teachers working in private and pre-K child development centers. This non-licensure specialization builds upon the skills, experience, and coursework many students will have already received prior to enrolling in Endicott College. This concentration will give students writing, research and foundational skills, especially focused on language and literacy skills. Teachers will need to ensure that young children become "Kindergarten ready" The Concentration in Early Childhood Education will be open to all students enrolled in our BA Programs in Liberal Arts and Psychology.

Student Learning Outcomes

Upon completion of the program students will:

- Effectively communicate in writing and through oral communication
- Recognize the fundamental benchmarks to work in the field of early childhood education
- Demonstrate the critical inquiry and analysis skills needed to engage constructively in intellectual discourse within the concentration
- Recall and apply the basic foundational knowledge of early childhood education as delivered through the Baccalaureate Core
- Apply quantitative decision-making techniques for problem solving in the early childhood classroom
- Design, execute, and present a personal project, which synthesizes and applies selected knowledge, skills, and experiences appropriate to the students' personal and professional goals and/or their chosen area of specialization.

Required Concentration Courses

ED	201	Foundations of Reading	3 cr.
ED	203	Introduction to Children with Special Needs	3 cr.
ED	207	Strategies of Teaching Early Childhood Curriculum	3 cr.

ED	221	Emergent Literacy Instruction	3 cr.
ED	308	Early Childhood Methods	3 cr.
ED	330	Sheltered English Immersion	3 cr.

Required General Education Courses

| ENG | 312 | Children's Literature | 3 cr. |
| PSY | 204 | Child Growth and Development | 3 cr. |

Total number of credits required **24 cr.**

Concentration in Homeland Security Studies

The Homeland Security Studies Concentration is a 6 course, 18 credit specialization that focuses on issues relevant to corporate, national and global security. This is an interdisciplinary specialization that focuses on student's ability to assess risk and engage in critical thinking about conflict and security. This concentration will give students writing, research and foundational skills in Homeland Security that they will need to work in the securities field, border patrol, emergency management or to pursue a graduate degree in Homeland Security.

The Concentration in Homeland Security will be open to all students enrolled in our BA Programs: Liberal Arts, Psychology, and Business Administration.

Student Learning Outcomes

- Comprehend the interdisciplinary field of Homeland Security and the complex political, cultural and legislative issues that are required to protect the homeland and respond to disasters.
- Implement processes that strengthen project management, evaluation, and accountability within the homeland security directorate.
- Identify and describe research issues relevant to existing and emerging homeland security challenges.
- Assess current and future homeland security risks and opportunities.
- Demonstrate the critical thinking, writing and research skills that are necessary to participate in the homeland security field.

Required Courses

HLS	105	Introduction to Homeland Security	3 cr.
HLS	205	America's Intelligence Community	3 cr.
IST	216	International Conflicts	3 cr.
POL	260	Identity Politics	3 cr.
CJ	350	Terrorism Studies	3 cr.
BUS	355	Risk Management	3 cr.

Total number of credits required **18 cr.**

Concentration In Montessori Education

The Montessori Education Concentration is a 6 course, 18 credit specialization that focuses on issues relevant to educators who specialize in the Montessori method. This is an interdisciplinary specialization that focuses on providing students with an expanded knowledge of the cultural context in which Montessori Education is situated. Including, but not limited to:

Montessori Education Concentration Objectives:

- Enhance student writing and critical thinking regarding the Montessori Method.
- Develop skills in action research.
- Identify and describe intrinsic motivation as it applies to themselves as teachers and students.
- Understanding the role of democracy in establishing the current public and private education system.
- Assess the influence of culture on educational objectives

Required Courses

LST	100	Introduction to Academic Inquiry	3 cr.
PSY	200	Child and Adolescent Psychology	3 cr.
ED	101	Introduction to Education	3 cr.
EDM	200	Culture and Identity	3 cr.
EDM	300	Education and Democracy	3 cr.
EDM	400	Action Research	3 cr.

Total number of credits required **18 cr.**

Five Year Programs

Full-time graduate programs are available to undergraduates in good standing who wish to earn Master's degrees at Endicott following completion of their undergraduate studies. The Master of Business Administration has a full-time, intensive program through which a degree may be earned in one academic year. The program description is found in the MBA section of this catalog on page 40.

There are also 5 year programs in applied behavior analysis, education, secondary education, homeland security, interior architecture, and nursing.

These descriptions follow.

5 Year Bachelor/Master in Applied Behavior Analysis

The 5th Year Program in Applied Behavior Analysis (ABA) was developed as an option for Endicott graduates to complete a 30 credit Master's Degree in an accelerated format, and, at the same time, to complete both the educational and experiential requirements to sit for the Board Certified Behavior Analyst (BCBA) examination offered through the Behavior Analysis Certification Board. Non-Endicott graduates are required to complete 6 additional credits in courses related to Applied Behavior Analysis.

The required coursework and practicum experiences begin during the student's first post-graduate summer term, with all requirements completed within a 15 month time period. The following conditions apply for a student who completes a Bachelor's degree from Endicott College:

- Waive the GRE/MAT Application Requirement
- Maintain a 3.0 GPA through their undergraduate course of study
- Complete the application process for admission into the Institute for Behavioral Studies by the beginning of the Spring semester of their Senior year.

Required Curriculum

ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	525	Basic Principles of Applied Behavior Analysis	3 cr.
ABA	565	Ethics in Applied Behavior Analysis	3 cr.
ABA	534	Measurement & Experimental Evaluation of Behavioral Interventions	3 cr.
ABA	541	Behavior Assessment	3 cr.
ABA	554	Behavior Change and Systems Support	3 cr.
ABA	555	Intensive Practicum/Seminar I	6 cr.
ABA	568	Intensive Practicum/Seminar II	6 cr.

5 Year Bachelor/Master Program in Education

A student who completes the teacher licensure program in early childhood or elementary education may reduce the length of the Master of Education in Special Needs (license area: moderate disabilities--prek-8) as well as Reading and Literacy (license area: Reading Specialist--all grades). The following conditions apply:

- Complete the application process for the Master of Education program at the end of the junior year.
- Successfully complete the practicum experience in early childhood or elementary education as part of their undergraduate studies program.
- Successfully pass the General Curriculum MTEL by spring of senior year (for the moderate disabilities program only).
- The ED 581 Technology in Education course required in the graduate programs will be waived because the student will have completed ED210 Integrating Technology into the Classroom as part of their undergraduate studies program.
- If the student begins taking courses in the summer term following May graduation they may complete the program in one year if they attend on a full-time basis.
- Students pursuing the Reading Specialist license must complete the Reading Specialist MTEL prior to completing the master's program.

5 Year Bachelor/Master Program in Secondary Education

A student who completes the Initial license in secondary education (history, English, math, visual art or one of the sciences) may reduce the coursework required for the M. Ed.

- **Waive:** GRE/MAT, EDS555 Methods in the Content Area, EDS542 Sheltered English Immersion Teacher Endorsement Course as well as any pre-practicum requirements.
- **Substitute:** ED400 Practicum & Seminar (12 credits) for EDS510 Practicum & EDS511 Reflective Seminar.

5 Year Bachelor/Master Program in Homeland Security Studies

Endicott undergraduates may reduce the time required to complete the Master of Science in Homeland Security Studies by enrolling in the "Fifth-Year Program." During junior year, undergrads take one graduate course – during their spring semester – and a second graduate course during the spring semester of senior year. Because two graduate courses are complete, the student may then earn the master's degree in one post-grad year ("the Fifth year") instead of the typical 17 months.

- In addition to an interview with the program director, students must submit the following:
- A complete Fifth-Year Program application by December 1st of their junior year.
- Two letters of recommendation from undergraduate faculty.
- A brief explanation essay explaining why you would like to study homeland security.
- You must have a 3.0 GPA in your undergraduate courses to apply.
- You must maintain a 3.0 GPA in all graduate courses.

Junior Year (one course):
- Spring - Substitute undergraduate free elective for 3 credit graduate course

Senior Year (one course):
- Spring - Substitute undergraduate free elective for 3 credit graduate course

5 Year Interior Architecture Program

A student who completes the Bachelor of Science in Interior Architecture program at Endicott College may reduce the length of the Master of Arts in Interior Architecture. The following conditions apply:

- Maintain a 3.0 cumulative GPA by the end of their junior year.
- Complete the application process for the Master of Arts in Interior Architecture at the end of their junior year.
- Successfully pass ID 490 Thesis II.
- The graduate courses that follow will be waived for students in this program:

ID	530	Psychology of Place	3 cr.
ID	588	Thesis I	1 cr.
ID	503	Precedent Studio II	1 cr.
ID	575	Design Firm Management	1 cr.

This represents a savings of 6 graduate credits due to similar content taken at the undergraduate level.
- The student may complete the remainder of their degree requirements in the Fall and Spring semesters if they attend on a full-time basis.

5 Year Bachelor/Master Program in Nursing

A student who completes the Bachelor of Science in Nursing degree program at Endicott may reduce the length of the Master of Science in Nursing by fulfilling the following conditions:

- Maintain a 3.3 grade point average by the end of the junior year.
- Complete the application process for the Master of Science in Nursing program at the end of the junior year.
- Successfully complete one master level course requirement in the senior year: NUR 502 Contemporary Issues and Trends in Health Care. The course must have a minimum grade of B-.
- In the June and July months following graduation from the B.S. in Nursing degree program, successfully pass the NCLEX exam and obtain an RN license. Submit a nursing license that is current and unrestricted and an official undergraduate transcript.

The remainder of the courses leading to the Master of Science degree are offered late summer, fall and the winter and spring terms.

Graduate Programs

Doctor of Philosophy (Ph.D.) in Applied Behavior Analysis

The Ph.D. in Applied Behavior Analysis is a research-based program of study designed to prepare students for teaching at the university level and/or for work as scientist-practitioners involving business and industry, developmental disabilities (including autism), education, and public policy. The program requires a minimum of 60 semester hours and is designed to be completed in a minimum of four years. Applicants must have completed a Master's degree in Applied Behavior Analysis or the equivalent, and be a Licensed Behavior Analyst or hold an active BCBA certificate of the Behavior Analysis Certification Board ©. A minimum of 39 hours of coursework and a minimum of 21 hours of research and dissertation credit hours are required for graduation.

The Ph.D. program will be offered simultaneously in both classroom-based and an online format, affording students living outside of the Greater Boston area the opportunity to complete the program without the need to permanently relocate to Beverly, Massachusetts for the duration of their studies. For those students opting for the online model, a residency requirement of any two semesters (Fall, Spring, or Summer) in which the student studies on-campus prior to the completion of the their core and elective courses must be completed. This requirement may be met by spending two summer terms on-campus.

Doctor of Philosophy in Applied Behavior Analysis (Ph.D.) Program Mission

The mission of the Ph.D. program in Applied Behavior Analysis at Endicott College is to train researchers, scientist-practitioners, and university faculty in the discovery, translation, and application of newly acquired knowledge regarding the science of human behavior toward solving socially-significant problems of human behavior and to demonstrate that the interventions employed are responsible for the improvement in behavior (Baer, Wolf, & Risley, 1968; Sulzer-Azaroff & Mayer, 1991).

Applied Behavior Analysis is a profession devoted to the understanding and improvement of human behavior. What sets Applied Behavior Analysis apart from many other professions is a focus on objectively defining and measuring the behavior under question, while demonstrating a reliable relationship between the procedures employed and the behavioral improvements gained, utilizing methods of science, including description, quantification, and analysis. The "attitudes of science" upon which Applied Behavior Analysis is based include:

- Determinism,
- Empiricism,
- Parsimony,
- Scientific Manipulation, and
- Philosophical Doubt

The course of study will focus on educating students as researchers, applying the Scientist-Practitioner Model, also called the Boulder Model (Davison, 1998), in the discovery, translation, and application of newly acquired knowledge toward solving socially significant problems of human behavior. The Scientist–Practitioner Model is a training model for graduate programs that aspires to prepare students within a foundation of research and scientific practice.

Following the lead of the mission of Endicott College, the Ph.D. program in Applied Behavior Analysis adopts the college's philosophy of a "concept of applied learning, which has been the hallmark of Endicott. Linking classroom and off-campus work experience through required internships remains the most distinguishing feature of the College." The Institute has developed a rich resource of seven "partner programs" serving individuals diagnosed with Autism and Developmental Disabilities that are available to the doctoral students as research settings in which such problem-oriented investigations can be conducted. The Institute, like that of Endicott, "has a vision for the total development of the individual within a community that fosters an appreciation of diversity, international awareness, community service, and moral and ethical values." Also, like Endicott, the Institute programs value the need for "common threads to run through the fabric of the Endicott experience: increased self-confidence, stronger professional skills and technological competencies, and perhaps the most valued of all, lives open to change." The goal is for the Institute Doctoral students to serve as a resource to the individuals served in these settings by systematically identifying and solving the problems faced by their caregivers in an empirical/research based approach.

Program Format

The Ph.D. program integrates technology across the curriculum. The courses will be delivered as face-to-face learning on the Beverly campus or through an online model. This model appeals to busy professionals and those living outside the Greater Boston area seeking a rigorous doctoral educational experience in a convenient and modern format.

Courses are offered during three semesters (fall, spring and summer). Students are required to enroll in a minimum of two courses in fall, and summer semesters, and three courses in the spring semester. During each semester, one course will be taught one evening per week for 11 weeks, and the second/third course will be taught on Friday evening and all day Saturday for four weekends. Students are expected to enroll in a minimum of one course in each of the four terms during their third and fourth year of the program (two courses in the first semester of their third year). Students who have not completed the program by the end of their fourth year must register for dissertation credit continuance in up to three terms of their fifth year and all subsequent years until completion of all degree requirements.

Student Learning Outcomes:

The Program Learning Outcomes of Ph.D. graduates in Applied Behavior Analysis include the ability to

- Organizes the knowledge, principles, and skills of Applied Behavior Analysis in the conduct of problem-oriented research.
- Formulate research questions that are in keeping with a problem-oriented model.
- Design problem-oriented research projects to provide evidence-based solutions to socially significant problems.
- Demonstrate skill in planning curriculum and instruction, delivering effective instruction, managing classroom climate, promoting equality and meeting professional standards.
- Analyze and compare previous research solutions to topics within the scope of Applied Behavior Analysis.

Program of Study

Following a cohort model, students will enroll in courses in the following order:

Year I

ABA	701	The History of Behavior Analysis	3 cr.
ABA	705	Behaviorism and Philosophy of Science	3 cr.
ABA	720	Professional and Ethical Issues in Applied Behavior Analysis	3 cr.
ABA	730	Research Methods in ABA	3 cr.
ABA	740	Analysis & Intervention in Developmental Disabilities	3 cr.
ABA	745	Experimental Design & Analysis	3 cr.
ABA	750	Technology of Teaching Seminar	3 cr.

Year II

ABA 710	Conditioning and Learning	3 cr.
ABA 735	Advanced Seminar in ABA Research	3 cr.
ABA 715	Verbal Behavior and the Science of Human Behavior	3 cr.
ABA 885	Qualification Examination	0 cr.
	Elective 1	3 cr.
	Elective 2	3 cr.
	Elective 3	3 cr.

Year III

ABA 860	College Teaching Practicum	3 cr.
ABA 865	Research Tool	3 cr.
ABA 870	Research Project	0 cr.
ABA 880	ABA Research Project	3 cr.
ABA 890	Doctoral Dissertation*	12 cr.

Total Required Credits   **60 cr.**

*Students are required to enroll in a minimum of 3 credit hours of ABA 890 Doctoral Dissertation, with a minimum of 1 credit each semester until graduation.

The Academic Program

Qualifying Examinations
Prior to the end of the student's second year (or the completion of 39 credits), the student will complete three two-hour qualifying examinations prepared by his or her doctoral committee. One of the three examinations must focus on the topic of Research Methodology. The student, in consultation with his or her advisor and dissertation committee, will define the other two areas of study. As an alternative for one exam, the student can publish, in a peer-reviewed journal, a first-authored research article.

Independent Work, Internship, or Clinical Placement Arrangements
The Institute for Behavioral Studies currently offers programs in both a traditional face-to-face didactic lecture format, as well as through online distance learning and blended courses that combine both approaches. In addition to providing face-to-face courses on the Endicott College campus in Beverly, MA, the Institute for Behavioral Studies has long-standing relationship with several additional local Partner Sites around the greater Boston area and beyond, including:
1. Melmark New England, Andover, MA
2. Nashoba Learning Group, Bedford, MA
3. Futures Behavior Therapy, Beverly, MA
4. Amego Inc., Attleboro, MA
5. Crossroads School, Natick, MA
6. Road to Responsibility, Hingham, MA
7. Integrated Learning Academy and Applied Behavioral Learning Services

Each of these programs has expressed interest in making themselves available to the students enrolled in our Ph.D. program as sites for research, teaching, and clinical practice experiences.

Doctor of Philosophy (Ph.D.) in Nursing

Endicott is the first college on Boston's North Shore to be authorized to award a doctoral degree in Nursing. With endorsement by the Massachusetts Board of Higher Education, Endicott College may award a Doctor of Philosophy degree in Nursing to qualified candidates. The purpose of the Ph.D. in Nursing program is to develop nursing scholars, faculty, leaders and researchers to prepare students to conduct research and advance nursing knowledge development through scientific inquiry. The course of study will emphasize the role of the scholar/ researcher, approaches to theory development, multiple methods of research, and the approaches to knowledge development for nursing. This program is pending approval of the New England Association of Schools and Colleges.

Doctor of Philosophy in Nursing (Ph.D.) Program Mission

Endicott College's School of Nursing is dedicated to educating the nurse of the future equipped with the knowledge, skills, and attitudes necessary to conduct research, provide patient-centered care, and meet the requirements of the national and international standards. The goal of the School is to equip its students with evidence-based theoretical knowledge allowing them to remain self-learners responsible for the depth and breadth of their knowledge throughout their professional lives.

Situated within the School of Nursing, the mission of the Ph.D. in Nursing program is to develop nursing scholars, faculty, leaders and researchers who can conduct research and provide leadership through scientific inquiry. The Ph.D. program prepares nurse scientists to emphasize the role of the scholar/researcher, approaches to theory development, multiple methods of research, and the approaches to the development of new knowledge to enhance relationships among the client, the nurse and client, and within nursing practice.

The Ph.D. program will address the critical nursing shortage to prepare nurse scholars and researchers with the analytical skills to both enhance and develop new nursing knowledge. Graduates of the program will acquire the knowledge and skill to function as nurse leaders, scholars and researchers. Doctoral studies build upon the knowledge and skills acquired in Baccalaureate and Master degree programs in nursing with the goal to incorporate past knowledge and experience into the new knowledge and skills. The program will emphasize and explore the interrelationships among theory, research, and nursing practice. The Ph.D. program is built upon the belief that the field of nursing can be expanded utilizing knowledge from within and outside the discipline of nursing through the careful selection, integration, and expansion of interdisciplinary knowledge and its application to the practice of nursing with the ultimate goal to advance nursing practice.

Similar to the Baccalaureate and Masters programs at Endicott College, the Ph.D. program uses the National League for Nursing (2010) Competency Model with the following defined outcomes for the Research Doctorate level:

- Human Flourishing
- Nursing Judgment
- Professional Identity, and
- Spirit of Inquiry

The four dimensions constitute the framework for the program. Program and course learning objectives are congruent with the NLN Competency Model outcomes for a Research Doctorate. In addition, Kim's (1983; 2011) Conceptual Model for Nursing Practice helps to frame the domains of practice. Kim's Domains of Client, Client and Nurse, and Practice provide structure for Ph.D. nursing courses that can be related to the NLN (2010) Competency Model outcomes of Nursing Judgment and Human Flourishing. The NLN Competency Model outcomes of Professional Identity and Spirit of Inquiry provide definitions and support for Ph.D. nursing courses in Philosophy, Theory Development and Research. The program graduates will be rigorously prepared to pursue careers in research environments and as leaders of the profession.

References:

*Kim, H.S. (2011) The Nature of Theoretical Thinking in Nursing, (3rd Edition), New York, Springer Publishing
AACN, (2010) The Research-Focused Doctoral Program in Nursing: Pathways to Excellence.*

Program Overview

The PhD program integrates technology across the curriculum. The courses will be delivered as face-to-face learning in a classroom on the Beverly campus or through a blended hybrid model with online and face-to-face activities using the Gullnet or Canvas platforms. This model appeals to busy professionals who are seeking a rigorous doctoral educational experience in a convenient and modern format.
Students are expected to complete a minimum of 45 credits beyond the master's degree. Reflecting the interdisciplinary intent of the program at least 9 credits must be taken beyond the core nursing courses in research methods. The curriculum is organized within four components of the National League for Nursing (NLN) Competency Model (2010): Spirit of Inquiry, Professional Identity, Human Flourishing, and Nursing Judgment and is designed to meet the competency for each category. Underpinning the curriculum is the synthesis of knowledge related to nursing theory, research, practice, teaching and collaboration across disciplines.

Program Learning Outcomes:

Ph.D. graduates in nursing include the ability to:

1. Incorporate mastery of knowledge from nursing and other disciplines to engage in activities that extend disciplinary knowledge as a scholar and researcher.
2. Combine logical, critical and scientific thinking with ethical integrity in the design, conduct, analysis, interpretation and dissemination of nursing research.
3. Integrate the philosophical foundations of knowledge into theory and research development that contributes to improving nursing care and practice.
4. Select theories and research relevant to the care of diverse, ethnic and cultural populations.
5. Collaborate and Communicate as a scholar within nursing and interdisciplinary community in the conduct and application of research.
6. Pursue lifelong learning and ongoing personal development through excellence in scholarly activities within and beyond the discipline.
7. Embraces the diversity of opportunities for career development, professional roles and disciplinary leadership as a nurse scientist, scholar, educator or mentor.

4 Year Program of Study

NUR	701	Philosophy of Science	3 cr.
NUR	702	Research Methods I-Qualitative	3 cr.
NUR	705	Knowledge Development in Nursing Science	3 cr.
NUR	710	Approaches to Knowledge & Theory Development: Deductive Process	3 cr.
NUR	715	Analysis and Evaluation of Theories Impacting Client Phenomena	3 cr.
NUR	730	Analysis & Evaluation of Theories for Client and Nurse Relationships	3 cr.
NUR	731	Analysis & Evaluation of Theories for Nursing Practice	3 cr.
NUR	735	Research Methods II: Quantitative Research	3 cr.
NUR	750	Emerging Roles: Nurse Scientist, Scholar, and Leader	3 cr.
NUR	760	Dissertation Seminar	15 cr.
NUR	XXX	Research Electives	3 cr.

Total Required Credits **45 cr.**

Program Components

Phase I.
Students accepted to the Ph.D. program will be admitted in cohort groups. Students will complete 45 required credits of coursework in Spirit of Inquiry that is addressed in 3 core required nursing courses (9 credits) and 3 courses of research methods (9 credits). The nursing courses lay the theoretical groundwork for knowledge development and include courses in philosophy of science, theory basis for nursing science, and analytical approaches to reasoning including an exploration of inductive and deductive approaches to theory development. Research supporting analytical approaches will also be explored. The 3 research method courses, including qualitative and quantitative research, provide in-depth review of research inquiry and various methodological approaches to study phenomena.

Phase II.
In Phase II of the Ph.D. program, all students are required to pass a comprehensive exam that is based on the core courses. Students will take the exam when all the required courses are completed. Students must pass the exam before beginning Phase III. The Director of the Doctoral Program will appoint 2 or 3 faculty members to write and evaluate the comprehensive exam. The members of the exam writing committee will be familiar with the key topics of the core courses. A student will advance to Phase III—Doctoral Candidate after successfully completing the comprehensive exam.

Phase III—Doctoral Candidate.
This is the final phase of the program and includes the completion of a dissertation. By enrolling in - NUR 760 Doctor of Philosophy Dissertation Advisement and Doctoral Seminar (15 credits) for 1-12 credits a semester. The dissertation is research-based and must include original research. Students will develop dissertation proposals in consultation with their dissertation committee.

Doctor of Education (Ed.D.) in Educational Leadership, with a Concentration in Higher Education

Doctor of Education (Ed.D.) in Educational Leadership with a concentration in Higher Education Mission

Leadership for small higher education institutions requires creativity, flexibility, strategic thinking, an entrepreneurial stance, and a respect for student-centered institutions. The mission of the Doctor of Education (Ed.D.) in Educational Leadership is to prepare professionals for leadership roles in the administration of small colleges and universities, non-profit agencies and schools.

This doctoral program integrates research and practice so that doctoral students understand the historical, political, social, and philosophical aspects of small colleges and universities which have challenges and opportunities that distinguish them from larger institutions. Applied learning, the hallmark of Endicott, is demonstrated through an apprenticeship in which doctoral students explore areas of specializations within senior leadership positions such as academic affairs, student development, institutional advancement, financial affairs, faculty development, and facilities.

The Doctor of Education (Ed.D.) in Educational Leadership is designed for career professionals in higher education who wish to attain leadership positions in small- to mid-sized colleges or universities, including both two and four-year college settings, or in smaller colleges or satellite campuses within larger universities. In this cohort-based program, a combination of different roles, perspectives, and experiences enriches the program and its participants.

Learning Outcomes

At the end of the doctoral program, students will be able to:

1. Demonstrate knowledge of higher education's history and major developments with an emphasis on small and mid-size colleges and universities.
2. Demonstrate a mastery of the knowledge and skills necessary for senior administrative and leadership roles in higher education.
3. Apply effective and thoughtful research skills to representative decisions typical of those required of higher education leaders; including academic and student life issues.
4. Demonstrate mastery of specializations within the professional and senior level administrative skills.
5. Demonstrate the critical inquiry and analysis skills needed to engage at the doctoral level in intellectual discourse within their area of interest.
6. Complete an original research dissertation in an area of study that will enhance the scholarship of the field of higher education.
7. Demonstrate collaborative attitude and behavior as a member of a cohort team.
8. Develop a disposition that embraces diverse perspectives, is open to multiple world views, and value driven leadership practices.

Program of Study

Year I

EDL	701	History and Administration of Small Colleges	3 cr.
EDL	715	Research Methods I: Qualitative	3 cr.
EDL	726	Organizational Management in Higher Education	3 cr.
EDL	735	Research Methods II: Quantitative	3 cr.
EDL	762	Leading in a Technological World	3 cr.
EDL	732	Creativity and Leadership in Challenging Times	3 cr.
EDL	764	Theories and Practice in Academic Leadership	3 cr.

Year II

EDL	752	Research Methods III: Issues in Research	3 cr.
EDL	760	Student Development: History and Issues	3 cr.
EDL	746	Finance, Budget, and Operations	3 cr.
EDL	768	Teaching, Learning & Institutional Culture in Higher Education	3 cr.
EXM	700	Comprehensive Exam	0 cr.
EDL	770A	Administrative Apprenticeship, Part I	3 cr.
EDL	755A	Dissertation Proposal, Part I	3 cr.

Year III

EDL	740	Inquiry in Higher Education	3 cr.
EDL	770B	Administrative Apprenticeship, Part II	3 cr.
EDL	755B	Dissertation Proposal, Part II	3 cr.
EDL	782	Dissertation Study	0 cr.

Total degree requirements   **48 cr.**

Doctor of Education (Ed.D.) in Educational Leadership, with a Concentration in PreK-12

The Endicott College Education Doctorate (Ed. D.) degree program with a concentration in: PreK -12 Educational Leadership has been carefully designed to be responsive to the needs of mid-career professionals through an innovative Mentored Cohort Model (MCM) offering coursework in a series of weekend in-classroom sessions matched with supplemental online learning experiences. Offered thorough the Van Loan School of Graduate and Professional Studies, the Ed. D. program blends research-based theory and practice to address the myriad of challenges faced by contemporary PreK-12 schools and trains scholar-practitioners whose knowledge, leadership, analytic and management skills will facilitate high levels of teacher and student performance.

The Mentored Cohort Model (MCM) is responsive to the proven benefits accruing from an on-going mentoring relationship between seasoned educational leaders with documented success teamed with aspiring or developing school leaders. The year-long apprenticeship experience provides significant opportunity for demonstration of applied learning along with mentor observations and input.

Learning Outcomes

At the completion of the doctoral program with a concentration in Prek-12, students will :

1. Demonstrate knowledge of PreK-12 education's history and major developments leading to contemporary public school curriculum, organization, and leadership structure.
2. Demonstrate a mastery of the knowledge and skills necessary for senior administrative and leadership roles in PreK-12 education.
3. Apply effective and thoughtful research skills to representative decisions typical of those required of PreK-12 leaders.
4. Demonstrate mastery of senior level administrative skills related to the identified PreK-12 building-level or district-level leadership role.
5. Demonstrate critical inquiry and analysis skills needed to engage at the doctoral level in intellectual discourse within the area of interest.
6. Complete an original research dissertation in an area of study that will enhance scholarship in the field of PreK-12 education.
7. Demonstrate a collaborative attitude and behavior as a member of a cohort team with common learning experiences in leadership, organizations, policy, and applied research while concurrently enjoying the opportunity for study directly related to practice settings.
8. Show evidence of respecting diversity that evolves from learning with students from a wide range of backgrounds that will create a vibrant educational experience embracing socio-cultural and value-driven leadership practices of PreK-12 educational institutions.

Program of Study

PreK-12 specialty courses together with Ed. D. core courses (sequence subject to change)

Semester I

EDL	702	History of Public Schooling in the United States	3 cr.
EDL	715	Research Methods I: Qualitative	3 cr.

Semester II

EDL	720	Transformational Leadership in Contemporary Education	3 cr.
EDL	725	Diversity, Access, and Equity in Public Education	3 cr.
EDL	735	Research Methods II: Quantitative	3 cr.

Semester III

EDL	730	Current Issues in Educational Policy	3 cr.
EDL	762	Leading in a Technological World	3 cr.

Semester IV

EDL	738	Ethical Leadership in Education	3 cr.
EDL	739	Culture and Change in School Organizations	3 cr.
EDL	753	Research Methods III: Program Evaluation/Action Research	3 cr.

Semester V

Selected Topics I	3 cr.
Selected Topics II	3 cr.

Phase II: Comprehensive Exam (Core)

EXM	700

0 cr.

Phase III Dissertation (12 Credits):

Semester VI

EDL	770A	Administrative Apprenticeship: Part I	3 cr.
EDL	775A	Dissertation Proposal: Part I	3 cr.

Semester VII

EDL	770B	Administrative Apprenticeship: Part II	3 cr.
EDL	775B	Dissertation Proposal: Part II	3 cr.

Semester VIII

EDL	782	Dissertation Study*	0 cr.

Total degree requirements   **48 cr.**

*Students continue to re-register each semester for dissertation study until completion

Note: Course sequence is subject to change

Business Administration Programs

Master of Business Administration (MBA) Programs

The MBA program is designed for individuals who wish to advance their careers or for those students who want to begin a career in business. The program employs a collaborative, applied concepts approach to learning regardless of the program delivery. Each course has a strong ethics component, real-time skills, and projects relevant to students' professions.

Faculty who have extensive experience in business and management infuse the classroom with a dynamic, hands-on approach to real-world problem solving. The global environment, the technological environment, and the ethical dimensions of managerial decisions pervade the MBA program.

Program Goals

The MBA program seeks to:
- Provide knowledge for managing effectively in a dynamic, global environment;
- Develop problem-solving and communication skills;
- Enhance leadership skills and inspire commitment to ethically sound business practices; and
- Foster cross-cultural understanding and demonstrate its relevance in today's business environment.

Learning Outcomes

At the end of the program the student will be able to:

- Articulate leadership theory for professional application in the professional world.
- Apply market research, company evaluations, analysis of situations, and recommendations for solutions to a consulting project.
- Demonstrate knowledge and skills to articulate current management trends, including cross-cultural and global awareness.
- Demonstrate knowledge of accounting processes, key financial statements and financial analysis to determine key management decisions quantitatively.
- Demonstrate knowledge of key aspects of the MBA program, finance, accounting, management and leadership knowledge, research, writing and presentation skills.

Program Options

The Van Loan School of Graduate and Professional Studies offers the MBA degree in three different options:

- **The MBA for the Experienced Professional**
  This option is a part-time program for working professionals. The program is comprised of 42 credits, with the option of classroom, online, or a combination of both. Classroom courses usually meet in the evening, 6:00 – 10:00 pm, one night a week. Online courses are delivered in an asynchronous format.

- **The MBA for the Experienced Professional-Weekend**
  This option requires students to attend classes once per month on a Friday and Saturday, while fulfilling additional curriculum requirements asynchronously.

- **The MBA for the Early Career Professional**
  This option is a part-time program for those who have recently entered the work force. It consists of 45 credits.

- **The Full Time MBA**
  This option is an eight-month, daytime, full-time course of study designed for those who have just completed a Bachelor degree. This is a 36-credit program that may have certain prerequisites for some students. The full-time MBA program utilizes the cohort learning model where a group of students enter the program together, progress through as a cohesive group, and complete the program at the same time. Peer exchange and practical application are central themes of this model. Faculty who have extensive experience in business and management infuse the classroom with a dynamic, hands on approach to real world problem solving. The global environment, the technological environment, and the ethical dimensions of managerial decisions pervade the MBA program.

Program Delivery

Program requirements for the MBA may be completed using various options:

Full-Time, Intensive MBA program:
- Meets in the classroom Monday–Friday, 8:30 a.m. – 12:30 p.m. from September to May.

Part-Time, Experienced Professional program:
- Evening courses are offered in the classroom once a week, from 6–10 p.m., on a six-week rotating schedule.
- Online courses are offered in an asynchronous format, beginning Wednesday and ending Tuesday on a six-week rotating schedule.
- Choose online, in the classroom, or a combination of both delivery formats ..
- The MBA can be completed in approximately 18 months, taking one course every six weeks.

MBA Specializations

Students in Endicott's part-time MBA programs must choose a specialization in certain areas of business administration.
These specializations include:
- Accounting
- Entrepreneurship
- Finance
- General Management
- Healthcare
- Homeland Security
- Hotel Management
- Human Resources Management
- International Business
- Maritime Economics
- Marketing
- Non-Profit Management
- Operations Management
- Project Management

Evaluation

All of the courses in the curriculum employ some combination of the following assignments:
- Individual oral presentation;
- Group oral presentation;
- Individual written project; and/or
- Group written projects..

The philosophy of the program is that traditional "tests" are less relevant to MBA study. To foster deeper management and business understanding, projects, cases, examples, and illustrations are used as a way to examine and learn. There are no multiple choice, true/false, fill in the blank type of examinations.

Transfer Credits for MBA Programs

A maximum of six (6) credits may be transferred into a student's MBA course of study if the student has successfully completed applicable graduate coursework, with a grade of "B" or better, within the last five (5) years from an accredited institution. An official transcript and course descriptions must be furnished.

The MBA for the Experienced Professional

The Endicott College MBA for the Experienced Professional is a 42-credit program designed for working professionals who are seeking to further their professional and personal growth, and energize their careers. The program is for those who have a minimum of two years of relevant work experience. It employs an accelerated model that allows for completion in a little over 18 months, but further acceleration is possible. Students have the option of taking courses online, in the classroom, or in a combination of both delivery formats.

Key features of the program include:
- Focus on collaborative, peer learning;
- Projects that directly relate to the students' professions;
- Pervasive ethics component

Students progress through 14 three-credit courses. Each course is comprised of six sessions/weeks. Ten core courses and four concentration courses are required to complete the degree. Students may choose a delivery format to complete the program. The in-classroom courses meet from 6–10 p.m., one night a week, for six weeks following a rotating six-week schedule. The online courses are in an asynchronous format and run from Wednesday to Tuesday for six weeks following a rotating six-week schedule. Students also have an option to take courses both in the classroom and online depending on their needs.

Program of Study

BUA	510	Accounting from a Manager's Perspective	3 cr.
BUA	515	Managerial Finance and Decision Making	3 cr.
BUA	520	Managing in the Evolving Workplace	3 cr.
BUA	529	Project Management	3 cr.
BUA	535	Managerial Economics	3 cr.
BUA	542	Operations and Logistics Management	3 cr.
BUA	560	Marketing and Customer Value Management	3 cr.
BUA	581	Managing Information Systems	3 cr.
BUA	585	Human Resources in Transition	3 cr.
BUA	587	Business Policy and Strategy	3 cr.
		Specialization Courses	12 cr.

Total degree requirements   **42 cr.**

MBA Specialization Requirements

To complete a specialization in the following areas, students must complete four three-credit courses (for a total of 12 credits) in the area of specialization.

Students may have two specializations. In order to complete a second specialization, courses used to fulfill the requirements of the first specialization may not be used to meet the requirements of the second specialization. Substitution courses may not be used to satisfy specialization requirements. Students completing the requirements of two specializations must complete eight three-credit courses (for a total of 24 credits) before the masters degree is awarded.

Specialization requirements are as follows:

Accounting

ACCT	521	Financial Reporting and Analysis	3 cr.
ACCT	550	Taxation	3 cr.
ACCT	560	Managerial Cost Accounting	3 cr.
ACCT	570	Intermediate Accounting	3 cr.

Entrepreneurship

ENTP	503	Family Business	3 cr.
ENTP	513	Entrepreneurial Enterprise	3 cr.
ENTP	526	Entrepreneurial Marketing	3 cr.
ENTP	530	Entrepreneurial Venture Finance	3 cr.

Finance

FNCE	521	Financial Reporting and Analysis	3 cr.
FNCE	560	Evaluating Capital Investments	3 cr.
FNCE	570	Financial Markets and Institutions	3 cr.
FNCE	580	Investment Analysis and Portfolio Management	3 cr.

General Management

MGMT	507	Leadership Principles	3 cr.
MGMT	509	Business Ethics	3 cr.
MGMT	527	Creativity and Innovation	3 cr.
MGMT	547	Managing Innovation and Organizational Change	3 cr.

Healthcare

HCMT	550	American Health Policy	3 cr.
HCMT	560	Healthcare Finance	3 cr.
HCMT	570	Health Informatics and Health IT Systems	3 cr.
HCMT	580	Regulation and Strategic Planning	3 cr.

Homeland Security

HLS	505	Introduction to Homeland Security	3 cr.
HLS	510	Asymmetric Threat to the American Homeland	3 cr.
HLS	542	Emergency Management Homeland Security	3 cr.
HLS	577	Strategic Issues in Homeland Security	3 cr.

Hotel Management

HMT	550	Hotel Facility Design	3 cr.
HMT	560	Hotel Risk Management	3 cr.
HMT	570	Marketing Quality Service in Hospitality	3 cr.
HMT	580	Hotel Revenue Management	3 cr.

Human Resources Management

HRMT 505		Compensation and Benefits	3 cr.
HRMT 511		Human Resource Laws and Compliance	3 cr.
HRMT 517		Organizational and Individual Development	3 cr.
HRMT 522		Recruitment and Selection	3 cr.

International Business

INBS	550	International Marketing	3 cr.
INBS	560	International Business Negotiation	3 cr.
INBS	570	International Business Law	3 cr.
INBS	580	Business and Management in BRIC Countries	3 cr.

Maritime Economics

MAR	550	Ocean Sciences	3 cr.
MAR	560	Maritime Regulatory Environment	3 cr.
MAR	570	Port and Shipping Operations	3 cr.
MAR	580	Waterfront Planning	3 cr.

Marketing

MKTG 518		Customer Relationship Management	3 cr.
MKTG 524		Marketing and Product Management	3 cr.
MKTG 531		Sales Force Management	3 cr.
MKTG 553		Digital Marketing	3 cr.

Non-Profit Management

NPPA	550	Managing the Non-Profit	3 cr.
NPPA	560	Marketing and Fundraising in Non-Profits	3 cr.
NPPA	570	Non-Profit Leadership	3 cr.
NPPA	580	Providing Direction for Non-Profits	3 cr.

Operations Management

OPMT 550		High Performance Service Management	3 cr.
OPMT 560		Lean Thinking & 6 Sigma	3 cr.
OPMT 570		Global Logistics	3 cr.
OPMT 580		Global Supply Chain Management	3 cr.

Project Management

PMGT 512		Business Analysis Techniques used in Project and Program Management	3 cr.
PMGT 523		Negotiation and Conflict	3 cr.
PMGT 525		Program Management	3 cr.
PMGT 528		Scheduling Tools and Techniques	3 cr.

The MBA for the Experienced Professional-Weekend

Students enrolled in this program will:
- Demonstrate functional knowledge from the core MBA courses In reading financial statements, managing complex projects, researching current business trends, and developing effective presentation skills.
- Apply understanding of technical information to the business environment.
- Create and write business plans that can be implemented In an organization and individually.
- Investigate cross cultural and global awareness within a business framework.

Program of Study

BUA	510	Accounting from a Manager's Perspective	3 cr.
BUA	515	Managerial Finance and Decision Making	3 cr.
BUA	520	Managing in the Evolving Workplace	3 cr.
BUA	529	Project Management	3 cr.
BUA	535	Managerial Economics	3 cr.
BUA	542	Operations and Logistics Management	3 cr.

BUA	560	Marketing and Customer Value Management	3 cr.
BUA	581	Managing Information Systems	3 cr.
BUA	585	Human Resources in Transition	3 cr.
BUA	587	Business Policy and Strategy	3 cr.
ENTP	513	Entrepreneurial Enterprise	3 cr.
INBS	560	International Business Negotiation-Mexico	3 cr.
MGMT	507	Leadership Principles	3 cr.
MGMT	547	Managing Innovation and Organizational Change	3 cr.

Total degree requirements   **42 cr.**

The Intensive, Full-time MBA

The Endicott also offers an option for those individuals who wish to pursue their studies immediately upon graduation. Classes are held in the mornings.

Full-time study in the MBA program is offered to students of any undergraduate major. Degree requirements and curriculum content including prerequisites may be required depending on the student's prior education and experience.

Program of Study

Prerequisites

BUA	507	Organizational Behavior	3 cr.
BUA	527	Financial Management and Control	3 cr.
BUA	531	Managerial Accounting	3 cr.
BUA	532	Quantitative Methods for Decision Makers	3 cr.
BUA	535	Managerial Economics	3 cr.
BUA	541	Marketing Management	3 cr.
BUA	562	Management Tools in the E-Business Environment	3 cr.
BUA	578	IT in Management	3 cr.

Total prerequisite requirements: **24 cr.**

Note: Up to 24 credits of the listed prerequisites may be waived if the student can demonstrate completion of the above courses or equivalent, with a minimum grade point average of 3.0 at the undergraduate level through an official transcript or with permission from the MBA program director.

Required Curriculum

Fall Semester

BUA	510	Accounting from a Manager's Perspective	3 cr.
ENTP	513	Entrepreneurial Enterprise	3 cr.
BUA	521	Financial Reporting and Analysis	3 cr
BUA	535	Managerial Economics	3 cr.
BUA	560	Customer value Management and Marketing	3 cr.

Intersession: January

BUA	508	Corporate Social Responsibility and Business Ethics	3 cr.
BUA	520	Managing the Evolving Workplace	3 cr.

Spring Semester

BUA	561	Managing in the Global Business Environment	3 cr.
BUA	575	Field Study	3 cr.
BUA	581	Managing Information Systems	3 cr.
BUA	587	Business Policy and Strategy	3 cr.
PMGT	512	Business Analysis Techniques Used in Project and Program Management	3 cr.

Total required credits (cannot be waived)   **36 cr.**

The International MBA Programs

Bermuda

Program of Study

BUA	510	Accounting from a Manager's Perspective	3 cr.
BUA	515	Managerial Finance and Decision Making	3 cr.
BUA	520	Managing in the Evolving Workplace	3 cr.
BUA	521	Financial Reporting and Analysis	3 cr.
BUA	529	Project Management	3 cr.
BUA	535	Managerial Economics	3 cr.
BUA	542	Operations and Logistics Management	3 cr.
BUA	560	Marketing and Customer Value Management	3 cr.
BUA	561	Managing in the Global Business Environment	3 cr.
BUA	581	Managing Information Systems	3 cr.
BUA	582	Business Research Methods	3 cr.
BUA	585	Human Resources in Transition	3 cr.
BUA	587	Business Policy and Strategy	3 cr.
BUA	591	Business Research Seminar I	1 cr.
BUA	592	Business Research Seminar II	1 cr.
BUA	593	Business Research Seminar III	1 cr.

Total required credits   **42 cr**

Spain

Program of Study

BUA	504	Entrepreneurship Endeavors	3 cr.
BUA	508	Corporation Social Responsibility and Business Ethics	3 cr.
BUA	520	Managing in the Evolving Workplace	3 cr.
BUA	521	Financial Reporting and Analysis	3 cr.
BUA	525	e-Commerce and Evolving Business Practices	3 cr.
BUA	531	Managerial Accounting	3 cr.
BUA	532	Quantitative Methods for Decision Makers	3 cr.
BUA	535	Managerial Economics	3 cr.
BUA	560	Marketing and Customer Value Management	3 cr.
BUA	561	Managing in the Global Business Environment	3 cr.
BUA	574	Field Study I: Consulting to Management	3 cr.
BUA	575	Field Study II: Consulting Project Seminar	3 cr.
BUA	580	Creative and Leadership	3 cr.
BUA	581	Managing Information Systems	3 cr.
BUA	587	Business Policy and Strategy	3 cr.

Total required credits   **45 cr.**

Graduate Education Programs

Master of Education (M.Ed.) Degree Options

Endicott College offers fourteen options for those wishing to pursue a Master of Education degree.

The following programs lead to Massachusetts Educator Licensure: All licensure programs have non-degree, accelerated options available for students possessing a master's degree

- School Administrative Leadership
- Elementary Education
- Early Childhood
- Reading and Literacy
- Severe Special Needs (All) *
- Special Needs (PreK–8) *
- Special Needs (5–12) *
  Within the Special Needs licensure programs, options are available for study in Applied Behavior Analysis.
- Secondary Education (5–8, 8–12)

The following programs DO NOT lead to Massachusetts Educator Licensure:

- Applied Behavior Analysis
- Autism
- Athletic Administration
- Integrative Learning
- Montessori Integrative Learning
- International Education
- International Education Administration
- International Education: Teaching ESL
- International Education: Educational Technology
- Organizational Management

Transfer of Credits for M.Ed. Programs

At the time of matriculation, students may request transfer of not more than six graduate credits completed at other accredited institutions. Only courses relevant to the program of study in which a student has received a grade of "B" or better will be accepted. Courses completed more than five years prior to the student's acceptance into his or her present program will not be considered for transfer credit.

The Master of Education in Athletic Administration

The Master of Education in Athletic Administration is a 36-credit program for students interested in careers within educational institutions, including secondary schools, colleges and universities; both non-profit and profit-oriented organizations that that offer sport fitness, and wellness services; government agencies such as city recreation departments, state parks, and recreation departments; and sport governing bodies at the state, national and international levels.

This program is based on the belief that learning leads to change, and individuals with the ability to learn and evolve continuously will be successful as leaders or managers in the dynamic environment of the sport industry. In addition to the focus study of athletic administration at the secondary, college and recreational levels, the curriculum will provide students with an in-depth look at the diverse and expanding practice of sport administration in an international context.

The program of study addresses the knowledge and skills in the philosophies of sport as well as all aspects of athletic administration. Besides completing the core courses, the MAA program allows students to select their own specialization track in accordance with their area(s) of interest. This makes it possible for students to create a degree that is focused toward their specific motivation.

Graduates can seek leadership positions in the following areas: secondary sport, college sport, recreational sport, sport marketing, event management, facility management – both home and abroad.

Learning Outcomes

Upon completion of this program students will:

- Investigate the interrelationship between sport, culture, and society through an athletic administrator's lens
- Interpret and analyze the role and responsibilities of human resources, finance, governance, compliance, risk management, operations, technology, and the management, planning, organization, and administration of interscholastic and intercollegiate competition; and recreational athletics.
- Distinguish between key aspects of various athletic administration settings and how an effective manager approaches decision making in these dynamic environments
- Examine the history, philosophy and structure of the Olympic movement as both an origin and a product of the history of sport and human condition
- Examine the psychological factors that are most critical to athletic performances(s).

These courses have been aligned to meet the accreditation standards for COSMA.

Learning Outcomes

Upon completion of the program students will:
- Apply administrative skills in an internship or research skills in a capstone project.
- Articulate a leadership theory for application to the professional world.

Program of Study

MAA	501	Contemporary Issues in Sport	3 cr.
MAA	505	Strategic Management and Leadership in Athletic Administration	3 cr.
MAA	511	Sport Marketing and Media	3 cr.
MAA	560	Financial Resource Management	3 cr.
MAA	521	Sport Law and Risk Management	3 cr.
MAA	580	Facilities Planning in Sport	3 cr.
MAA	586	Event Planning and Programming	3 cr.
MAA	571	The Impact of Technology in Sport	3 cr.
MAA	599	Comprehensive Seminar in Athletic Administration	3 cr.
			27 Core Total Hours

Collegiate Level Specialization Track

MAA	530C	Advanced Topics in College Level Athletic Administration	3 cr.
MAA	540	NCAA Compliance	3 cr.
MAA	545	Psychological Factors Affecting Student-Athlete Performances	3 cr.

Secondary School and Recreation Specialization Track

MAA	530S	Advanced Topics in Secondary School Athlete Administration	3 cr.
MAA	543	History and Philosophy of Recreation and Leisure	3 cr.
MAA	547	Psychological Factors Affecting Group Behavior	3 cr.

Global Sport Management Specialization Track

MAA	530G	Advanced Topics in Global Sport Management	3 cr.
MAA	542	Structure and Function of the Olympic Games	3 cr.
MAA	548	Psychological Factors Affecting Elite Training and Performance	3 cr.

Total degree requirements: **36 cr.**

The Master of Education in Integrative Learning

Earn a M.Ed. in a collaborative, online community

The Master of Education in Integrative Education are online programs offered in collaboration with The Institute for Educational Studies (TIES), an organization dedicated to integrative and holistic approaches to learning since 1987. Integrative learning is a process that transcends the boundaries of traditional education in a search for meaning beyond the separation of disciplines. It incorporates an ecological world-view that is interdisciplinary and socially trans-formative. The program compels individuals to develop systematic approaches to teaching and learning and includes practical strategies for designing learning environments that meet the needs of a culture in rapid transition. This is a three-semester, 36-credit program. Integrating Theory and Practice (online)

The three-semester Master of Education in Integrative Learning enables educators to expand on their existing knowledge and explore an Area of Emphasis. This Emphasis Area is a reflection of the learner's passionate interests or professional development aspiration and accounts for one-third of the credits required for graduation. Students choose a particular project or a burning interest and situate it as the context for their studies and the

faculty helps provide the resources for that exploration. The integrative learning framework provides the context for all academic explorations. We identify this context as one that builds a sustainable future.

Learning Outcomes

Upon completion of the program students will:

- Articulate a deep understanding of integrative learning in written and oral exposition.
- Apply what is learned in an experiential context.
- Develop awareness of the social context and implications of the student's area of emphasis.
- Develop the ability to participate in a learning community and the personal development derived from collaborative experience.
- Understand technology as an integral part of the education environment.

Master's Thesis (Culminating Project)

Students complete a Master's Thesis in a focus area as identified in the student's Area of Emphasis. Spanning the entire program, the objective of the Area of Emphasis is to deeply engage the student is a meaningful synthesis of integrative learning that culminates in an integrated Master's Thesis.

Program of Study

INT	507	Research Oriented Observation	1 cr.
INT	509	Creativity and Research	2 cr.
INT	552	Student Area of Emphasis and Technology	5 cr.
INT	560	Foundations in Integrated Learning I	3 cr.
INT	561	Foundations of Integrated Learning II	3 cr.
INT	562	Whole Systems Perspective: Theory and Application to Learning	3 cr.
INT	565	Perspectives on Human Change and Learning Communities	3 cr.
INT	571	Student Area of Emphasis II	4 cr.
INT	573	Practicum in Research	3 cr.
INT	575	Student Area of Emphasis III	3 cr.
INT	582	Masters Project	6 cr.

Total degree requirements   **36 cr.**

Note: The Integrative Learning program is NOT linked to Massachusetts teacher licensure.

The Master of Education in Montessori Integrative Learning

Integrating Montessori Theory and Practice (online)

The three-semester Master of Education in Montessori Integrative Learning has three options. The first includes a teacher formation course for working with 6–12-year olds; second enables Montessori practitioners to expand on their existing knowledge and explore an Area of Emphasis ; and the third is a Leadership Emphasis Area for school or community leaders. The program as a whole addresses an evolution of Montessori insights for the current times. It honors the contributions of Maria and Mario Montessori and explores the ways in which the radical roots of the approach are still cogent. It acknowledges that the context and content for understanding the implications of the process have grown exponentially.

Students start new collaboratives in September. Our "all online" program is designed for people whose jobs or home responsibilities preclude them from attending conventional classes. Students work in collaborative colloquia as part of an online learning community.

Students enroll from all over the world, creating a global learning environment. Matriculation is for three semesters (18 months) and includes 36 credits. Requirements for admission include an undergraduate (Bachelor) degree and written responses to questions that are part of the application process. We are looking for self-directed learners who enjoy serious inquiry and are interested in applying and expanding Montessori concepts for lifelong learning. All pertinent program and application materials are located on our website
http://www.ties-edu.org

Note: The Montessori Integrative Learning program is NOT linked to Massachusetts teacher licensure.

Learning Outcomes

Upon completion of the program students will:
- Articulate a deep understanding of Montessori integrative learning in written and oral exposition.
- Apply what is learned in an experiential context.
- Develop awareness of the social context and implications of the student's area of emphasis.
- Develop the ability to participate in a learning community and the personal development derived from collaborative experience.
- Understand technology as an integral part of the education environment.

Master's Thesis (Culminating Project)

Students complete a Master's Project (INT 510): a compilation of all the work completed during their studies.

Program of Study

INT	501	Montessori Pedagogy I	5 cr.
INT	502	Montessori Pedagogy II	4 cr.
INT	503	Montessori Pedagogy III	3 cr.
INT	506	Montessori Teaching Practicum and Research	4 cr.
INT	507	Research Oriented Observation	1 cr.
INT	509	Creativity and Research	2 cr.
INT	510	Montessori Master's Project	5 cr.
INT	560	Foundations of Integrated Learning I	3 cr.
INT	561	Foundations of Integrated Learning II	3 cr.
INT	562	Whole Systems Perspectives: Theory and Application to Learning	3 cr.
INT	565	Perspectives on Human Change and Learning Communities	3 cr.

Total degree requirements   **36 cr.**

Note: The Montessori Integrative Learning program is NOT linked to Massachusetts teacher licensure.

Master of Education in International Education Administration

The Master of Education in International Education Administration is a dynamic, intensive 36 credit learning experience. Students in this accelerated program will cultivate leadership skills through study, reflection and experimentation in negotiation, communication and mediation, personnel and financial management, curriculum design and leadership, measurement and evaluation, and innovative leadership practices. Drawn from international, private, and public school standards and based upon strong theoretical foundations, International Education Administration courses reflect the practical, hands-on learning necessary for effective leadership in K–12 schools. The program is designed to provide the skills and tools experts, researchers, and practitioners believe leaders need in our changing, complex global environment. Completion of the capstone Leadership Development Seminar provides students with a personal, action-oriented, leadership development plan ready for use to make a significant difference in guiding schools forward and improving the international educational environment.

Note: The International Education Administration program is NOT linked to Massachusetts teacher licensure.

Learning Outcomes

Upon completion of the program students will:

- Demonstrate the practical skills necessary for effective leadership in international schools.
- Develop the skills needed by practitioners in a changing and complex global environment.
- Discover and articulate a personal philosophy of leadership.
- Develop an action-oriented, leadership development plan to use to guide international schools in making improvements.

Program of Study

MIEA	501	Introduction to School Leadership	3 cr.
MIEA	502	Facilitating Teaching and Learning	3 cr.
IED	582	Research Methods	3 cr.
MIEA	510	Leadership in International Education	3 cr.
MIEA	515	Negotiation, Communication, and Mediation to Improve Schools	3 cr.
MIEA	520	Strategies for Change in International Schools	3 cr.
MIEA	530	Marketing of Organizations	3 cr.
MIEA	537	Operational and Financial Strategies	3 cr.
MIEA	564	Leveraging Technology	3 cr.
MIEA	574	Research Project in Administration	3 cr.
MIEA	580	Innovative Practices in International Education Administration	3 cr.
MIEA	587	Leadership Development Seminar	3 cr.

Total degree requirements   **36 cr.**

Master of Education in International Education: Specialization in Teaching English as a Second Language

The Master of Education in International Education, with a specialization in Teaching English as a Second Language, is designed to assist classroom teachers, administrators, and educational specialists to meet the needs of diverse student populations in international schools abroad and in domestic schools with diverse, multicultural student bodies. This M.Ed. specialization is appropriate for those currently teaching ESL and for seasoned and novice educators seeking to enhance their knowledge and competence in theoretical and practical methods of teaching English as a Second Language. Educators teaching in English across disciplines, cultures, and content areas will gain critical competence in improving the achievement of second language learners. The program has been designed to allow teachers to complete their degrees within reasonable periods of time while continuing their international work.

Note: The International Education/ESL specialization program is NOT linked to Massachusetts teacher licensure.

Learning Outcomes

Upon completion of the program students will:

- Discover and articulate a personal philosophy of leadership.
- Develop a repertoire of strategies to communicate with individuals who represent different cultural and linguistic groups.
- Attain techniques in teaching English as a second language including analyzing students' levels of English skills; methods of teaching reading comprehension; methods of teaching writing skills; and methods of increasing students' ability to speak English.
- Demonstrate knowledge of multicultural and multilingual issues.
- Identify and analyze trends and issues related to the role of leaders in international and multilingual school settings.

Program of Study

IED	504	Theories in Curriculum Design	3 cr.
IED	509	Language Diversity in Education	3 cr.
IED	512	Assessment and Evaluation	3 cr.
IED	521	Methods of Teaching ESL	3 cr.
IED	522	Intercultural Communication	3 cr.
IED	530	Linguistics and Language Acquisition	3 cr.
IED	535	Teaching English as a Second Language in International or Multilingual Schools	3 cr.
IED	570	Clinical Experience in ESL	3 cr.
IED	573	Reflective Seminar: International Education	3 cr.
IED	574	Research Project	3 cr.
IED	580	Innovative Practices in Education	3 cr.
IED	582	Research Methods	3 cr.

Total degree requirements   **36 cr.**

Master of Education in International Education with a Specialization in Educational Technology

This Master of Education (M.Ed.) program is designed to raise the competencies of educators in all fields by incorporating technology into schools and classroom settings to help students achieve their highest potential and to prepare for a rapidly changing world. Participants will develop specific competencies in the use of computer-mediated communications, management and instructional technologies of educators and support personnel. The aim in developing these specific competencies will ultimately be to enhance student learning. The focus will be on preparing both educators and students to function in knowledge-based environments in the global community. The degree activities will address technology in the classroom as well as the related functions in the school, including how students not only use technology but also how to leverage technology to have a healthy, informed lifestyle.

Note: The International Education/Educational Technology specialization program is NOT linked to Massachusetts teacher licensure.

Learning Outcomes

Upon completion of the program students will:

- Participants will significantly increase their competencies in incorporating technology into schools and classroom settings, with a view on student improvement.

- Participants will assess and improve their skills in the use and troubleshooting of computer-mediated communications, management and instructional technologies of educators and support personnel, with an emphasis on both hardware and software.
- Participants will demonstrate ability to function confidently and safely in knowledge-based environments in the international community.
- Participants will manage and leverage technology to enhance "international" elements of international and state-funded schools.

Program of Study

IED	500	Philosophical and Research Foundations for Technology in Teaching and Learning	3 cr.
IED	504	Theories in Curriculum Design	3 cr.
IED	511	Strategies for Change in International Schools	3 cr.
IED	571	Leadership for Technology in Schools	3 cr.
IED	573	Reflective Seminar	3 cr.
IED	574	Research Project	3 cr.
IED	575	Practicum in Technology in Schools	3 cr.
IED	581	Technology in Education	3 cr.
IED	580	Innovative Practices in Education	3 cr.
IED	582	Research Methods	3 cr.
IED	583	Technology Infrastructure in Schools	3 cr.
MIEA	564	Leveraging Technology	3 cr.

Total degree requirements   **36 cr.**

Master of Education in Organizational Management

The Master of Education in Organizational Management is a 36-credit program designed for teachers, administrators, and professionals from all types of organizations that are facing educational reform and change in the way they currently operate. The program of study addresses the methods and techniques of enhancing the performance of teaching staff, administrators, other professionals, and work groups in public and private schools and organizations of all sizes in various fields such as human services, libraries, museums, human resources, and training and development. It also deals with the development of people and processes critical to high performance schools, colleges, universities, and organizations as well as the creation and maintenance of an effective learning culture that supports it.

This program is based on the belief that learning leads to change, and those organizations with the ability to learn continuously will be successful in uncertain and changing environments. The courses emphasize individual and team-based learning; the identification and development of competencies that are important for the achievement of classroom, school, and organizational objectives; and methods of institutionalizing, sharing, and maximizing effective instruction and learning. Forms of instructional and organizational leadership that encourage and support the new application of learning in a variety of enterprises are also emphasized.

Learning Outcomes

Upon completion of the program students will:

- Articulate a leadership theory for application in their professional field.
- Apply research skills to learn and develop advanced knowledge in their professional field.
- Demonstrate knowledge and skills in broad array of topics affecting organizations (i.e. non-profits, secondary/private school administration, colleges and universities administration, and human resource professional).

Program of Study

Core Courses for the Standard Program

OM	501	Introduction to Organizational Management	3 cr.
OM	509	Ethics and Emotional Intelligence	3 cr.
OM	512	Marketing and Branding Organizations	3 cr.
OM	517	Leading Organizational Change	3 cr.
OM	518	Trends in Technology	3 cr.
OM	537	Operational and Financial Analysis	3 cr.
OM	568	Organizational Metrics	3 cr.
OM	520	Talent Management	3 cr.

Total core course requirements   **24 cr.**

General Specialization Courses for Standard Program

OM	563	Research Strategies	3 cr.
OM	565	Project Management	3 cr.
OM	566	Creativity and Innovation	3 cr.
OM	567	Negotiation and Conflict	3 cr.

Total core course requirements   **12 cr.**

Non-Profit Management Specialization Courses

OMNP	550	Managing the Non-Profit	3 cr.
OMNP	560	Marketing and Fundraising in Non-Profits	3 cr.
OMNP	570	Non-Profit Leadership	3 cr.
OMNP	580	Strategy for Non-Profits	3 cr.

Total core course requirements   **12 cr.**

Higher Education Specialization Courses

OM	506	Introduction to Higher Education	3 cr.
OM	514	Learning Environments & Concepts	3 cr.
OM	525	Student Affairs in Higher Education	3 cr.
OM	540	Assessment & Outcomes in Higher Education	3 cr.

Total core course requirements

Total Program   **36 cr.**

Note: The Organizational Management program is NOT linked to Massachusetts teacher licensure.

Educator Licensure Programs

Unless otherwise noted, the following programs lead to initial and/or professional Massachusetts teacher educator licensure.

Overview

The Van Loan School of Graduate and Professional Studies at Endicott College offers the following Master of Education programs leading to Massachusetts Educator Licensure:

- Administrative Leadership leading to initial licensure in one of the following:
- Principal/ Assistant Principal (1-6, 5-8, 9-12)
- Special Education Administrator
- Superintendent/Assistant Superintendent
- School Business Administrator
- Early Childhood Education (PreK-2); leading to Initial Licensure
- Elementary Education (1–6); leading to Initial Licensure
- Elementary Education (1–6) and Early Childhood (PreK-2) leading to Professional Licensure
- Reading and Literacy (all grades); leading to Initial Licensure
- Reading and Literacy (all grades); leading to Professional Licensure
- Special Needs (PreK–8); leading to Initial Licensure in Moderate Disabilities (PreK–8) *
- Special Needs (PreK–8); leading to Professional Licensure in Moderate Disabilities (PreK–8) *
- Special Needs (5–12); leading to Initial Licensure in Moderate Disabilities (5–12) *
- Special Needs (5–12); leading to Professional Licensure in Moderate Disabilities (5–12) *
- Special Needs (All); leading to Initial Licensure in Severe Disabilities (All) *
- Special Needs (All); leading to Professional Licensure in Severe Disabilities (All) *
- Secondary Education (5–8, 8–12) (Accelerated); leading to Initial Licensure in a variety of fields

* Within the Special Needs licensure programs, options are available for study in Applied Behavior Analysis.

Candidates may be eligible for obtaining Initial Licensure in the fields listed above by completing post-baccalaureate courses as indicated by the asterisked courses in each program described below. In addition, candidates may choose to complete common courses leading to the Master of Education and Initial Licensure in the respective fields as described above.

A further option for candidates is to complete a combined 48-credit M.Ed. in Special Needs and Applied Behavior Analysis leading to Massachusetts teacher licensure in Moderate or Severe Disabilities plus eligibility to sit for the national Behavior Analysis Certification Board (BACB) examination. Candidates must have met all the admission criteria and been accepted in the Master of Education program in order to complete the Initial Licensure part of the program.

Candidates holding a Massachusetts Initial License in Early Childhood or Elementary Education or Moderate Disabilities (PreK–8) or Severe Disabilities (All) have the option to complete the Master of Education in Reading and Literacy for their Professional Licensure requirement. Students should be advised that the Massachusetts Department of Elementary and Secondary Education (DESE) may change licensure regulations and requirements.

Comprehensive Examinations for Programs Leading to Massachusetts Educator Licensure

The College has looked carefully at the options of comprehensive examination versus a Master's thesis or project. Endicott selected the examination process, because it provides the greatest strengths to the program during the early stages of development. The decision to utilize comprehensive examinations was based on three factors, namely, that examinations do the following:

- Provide a clear measure of outcome assessment;
- Provide a framework to involve many graduate faculty in the assessment process;
- Provide consistent standards of competency among all students in the program.

* For these reasons a procedure on examinations has been set up that provides for the offering of one or two sittings a year. The examination will consist of three components: Research and Theory, Specialization Content, and Societal and Educational Impact. A student must pass all three components.

Examinations are read by the advisor and by one additional graduate faculty or staff member. A review summary and recommendation will be submitted to the Dean of the Graduate School. Upon successful completion of the examination, and when course work is completed, the degree will be awarded. An M.Ed. candidate who has completed the practicum experience, or is completing it during the current semester, who also has no more than two courses remaining to complete program requirements, is eligible to sit for the comprehensive examination. Students failing the exams are allowed two retakes within a one-year period of time. Failure to successfully complete the examination within that period of time results in dismissal from the program. Students are allowed up to seven years from the date of starting the first class to the date of completing the Master's degree. Courses more than seven years old are lost under the default clause of Endicott College Student Handbook

A student must take and pass the Massachusetts Teacher Tests prior to being eligible to take the Comprehensive Examinations.

Endicott College Test Preparation

Students enrolled in the Education programs at Endicott College are required to take a number of skills tests and proficiency exams during their programs of study. Additional workshops will be provided to assist students toward successful completion of teacher tests.

Teaching Fellowship Program

Endicott's Teaching Fellows serve one year as associate teachers in local schools in exchange for the equivalent of full graduate program tuition. Fellows assume the role of literacy coaches, reading specialist In residence, reading specialist in training, special education teachers, tutors, and co-teachers. As members of the local school faculty and staff, Fellows follow the school district schedule and adhere to the standards and practices of the sponsoring district. Fellows work under the direction of a master teacher with professional status who also serves as the cooperating practitioner for the supervised Commonwealth of Massachusetts Department of Elementary and Secondary Education approved licensure practicum experience.

The Teaching Fellows program is available for the following Graduate Education majors leading to the master's degree:

- Special Needs
- Reading and Literacy

Applicants for the Endicott Teaching Fellowship Program must be admitted to a master's degree program in Special Needs or Reading and Literacy and adhere to all Van Loan School of Graduate and Professional Studies admission requirements. In addition, prospective Teaching Fellows must already possess an initial educator's license in the Massachusetts Public Schools and must be endorsed/possess a passing score on all applicable MTELS for that initial license.

Teaching Fellows follow the academic program of study for Special Needs and/or Reading and Literacy; courses begin at the start of the Summer Term, and conclude the following Summer Term, assuming the student successfully completes the recommended cohort schedule of four courses each for the Summer, Fall, and Spring Terms respectively.

Note that Fellows act as employees of the district where they are placed and accordingly must follow all district rules and procedures. If either the fellow or the district choose to terminate the employment relationship, Endicott College is not responsible for any unpaid tuition. Fellows are encouraged to inform the Director of Licensure Programs at Endicott and keep the director fully informed in writing of any questions or concerns regarding the Fellow's placement.

The Master of Education in Administrative Leadership

This program prepares educators for careers as Principals/Assistant Principals, Special Education Administrators, Superintendents/Assistant Superintendents, and School Business Administrators in the public schools, and prepares students for eligibility for the initial license in Administrative Leadership in the Commonwealth of Massachusetts

Coursework includes two modules:

- **Core Module** – 24 credits of diverse coursework general to all roles in Administrative Leadership. This coursework carefully follows the Standards and Indicators for Administrative Leadership in Massachusetts, and will provide students with a thorough grounding and introduction to leadership roles and responsibilities in schools. Each core course includes at least 20 hours of structured pre-practicum hours in schools. These pre-practicum 'activities' are carefully matched to each applicable Standard and Indicator for Administrative Leadership

- **License-Specific Module** – 12 to 15 credits of in-depth coursework in the specific licensure area:
    - Principal/Assistant Principal [PreK-6, 5-8, 9-12]
    - Special Education Administrator
    - Superintendent/Assistant Superintendent
    - School Business Administrator

Each license-specific course also includes at least 20 hours of structured pre-practicum hours in schools; these hours are carefully structured in the specific role and responsibility of the license sought.

Learning Outcomes

At the completion of the program the student will be able to:

1. Demonstrates knowledge of core administrator module standards, i.e., instructional leadership, management of operations, family and community engagement, and professional culture
2. Demonstrates knowledge of license specific module standards, i.e., administration and supervision of special education programs and services and consultation and collaboration skills

Program of Study

Post-Baccalaureate Program Leading to Initial Administrative License Administrative Leadership: School Principal/Assistant Principal [PreK-6, 5-8, 9-12] – 39 credits

Prerequisites
- Baccalaureate degree from a regionally accredited college or university
- Passing score on Communications and Literacy (Reading and Writing) MTEL
- Scores on the Millers Analogies Test (MAT) or the Graduate Record Examination (GRE) – this requirement is waived if applicant possesses an earned Master's degree
- Completion of at least three years of school-based employment in which the candidates holds a license, or at least three years of equivalent employment in another educational-related setting

Pre-Practicum Requirements
- Twenty out-of-class hours for each course (total of 200 hours) – with the exception of EA 510 for Sheltered English Immersion – is devoted to pre-practicum hours in the public schools. Satisfaction of this requirement is met through specified pre-practicum activities, completion of the out-of-class hours log sheet, and a detailed summary of the pre-practicum experiences for each course

Core Module Requirements

EA 500	School Leadership	3 cr.
EA 505	Instructional Leadership	3 cr.
EA 510	Sheltered English Immersion for School Leaders	3 cr.
EA 515	Public School Operational and Financial Strategies	3 cr.
EA 520	Law, Policy, and Ethics	3 cr.
EA 525	Human Resources and Organizational Potential	3 cr.
EA 530	Family and Community Engagement	3 cr.
EA 535	Strategic Management and Design	3 cr.

Subtotal   **24 credits**

Licensure Module Requirements

EA 555	Using Data to Improve Curriculum and Instruction	3 cr.
EA 565	Facilities Management	3 cr.
EA 563	Supervision and Evaluation	3 cr.
EA 560	Practicum	3 cr.
	• 500 hours to be completed at the PreK-6, 5-8, or 9-12 grade levels	
EA 562	Reflective Seminar	3 cr.
	• Seminar must be taken concurrently with the Practicum at the same grade levels as the Practicum	

Subtotal   **15 credits**
Total Degree Requirements   **39 credits**

Post-Baccalaureate Program Leading to Initial Administrative License Administrative Leadership: Special Education Administrator [all levels] – 36 credits

Prerequisites
- Baccalaureate degree from a regionally accredited college or university
- Passing score on Communications and Literacy (Reading and Writing) MTEL
- Scores on the Millers Analogies Test (MAT) or the Graduate Record Examination (GRE) – this requirement is waived if applicant possesses an earned Master's degree
- Completion of at least three years of school-based employment in which the candidates holds a license, or at least three years of equivalent employment in another educational-related setting

Pre-Practicum Requirements
- Twenty out-of-class hours for each course (total of 200 hours) – with the exception of EA 510 for Sheltered English Immersion – is devoted to pre-practicum hours in the public schools. Satisfaction of this requirement is met through specified pre-practicum activities, completion of the out-of-class hours log sheet, and a detailed summary of the pre-practicum experiences for each course

Core Module Requirements

EA 500	School Leadership	3 cr.
EA 505	Instructional Leadership	3 cr.
EA 510	Sheltered English Immersion for School Leaders	3 cr.
EA 515	Public School Operational and Financial Strategies	3 cr.
EA 520	Law, Policy, and Ethics	3 cr.
EA 525	Human Resources and Organizational Potential	3 cr.

EA 530	Family and Community Engagement	3 cr.
EA 535	Strategic Management and Design	3 cr.

Subtotal **24 credits**

Licensure Module Requirements

EA 570	Administration and Supervision of Special Education	3 cr.
EA 575	Consultation and Collaboration in Special Education	3 cr.
EA 580	Practicum in Special Education Administrator	3 cr.
	• 500 hours to be completed	
EA 582	Reflective Seminar in Special Education Administrator	3 cr.
	• Seminar must be taken concurrently with the Practicum at the same grade levels as the Practicum	

Subtotal **12 credits**

Total Degree Requirements 36 credits

Post-Baccalaureate Program Leading to Initial Administrative License
Administrative Leadership: Superintendent/Assistant Superintendent – 39 credits

Prerequisites
- Baccalaureate degree from a regionally accredited college or university
- Passing score on Communications and Literacy (Reading and Writing) MTEL
- Scores on the Millers Analogies Test (MAT) or the Graduate Record Examination (GRE) – this requirement is waived if applicant possesses an earned Master's degree
- Completion of at least three years of school-based employment in which the candidates holds a license, or at least three years of equivalent employment in another educational-related setting

Pre-Practicum Requirements
- Twenty out-of-class hours for each course (total of 200 hours) – with the exception of EA 510 for Sheltered English Immersion – is devoted to pre-practicum hours in the public schools. Satisfaction of this requirement is met through specified pre-practicum activities, completion of the out-of-class hours log sheet, and a detailed summary of the pre-practicum experiences for each course

Core Module Requirements

EA 500	School Leadership	3 cr.
EA 505	Instructional Leadership	3 cr.
EA 510	Sheltered English Immersion for School Leaders	3 cr.
EA 515	Public School Operational and Financial Strategies	3 cr.
EA 520	Law, Policy, and Ethics	3 cr.
EA 525	Human Resources and Organizational Potential	3 cr.
EA 530	Family and Community Engagement	3 cr.
EA 535	Strategic Management and Design	3 cr.

Subtotal **24 credits**

Licensure Module Requirements

EA 565	Facilities Management	3 cr.
EA 545	Finance	3 cr.
EA 595	Program Evaluation	3 cr.
EA 590	Practicum in Superintendent/Assistant Superintendent	3 cr.
	• 500 hours to be completed	
EA 592	Reflective Seminar in Superintendent/Assistant Superintendent	3 cr.
	• Seminar must be taken concurrently with the Practicum at the same grade levels as the Practicum	

Subtotal **15 credits**
Total Degree Requirements **39 credits**

Post-Baccalaureate Program Leading to Initial Administrative License Administrative Leadership:
School Business Administrator [all levels]– 36 credits

Prerequisites
- Baccalaureate degree for a regionally accredited college or university
- Passing score on Communications and Literacy (Reading and Writing) MTEL
- Scores on the Millers Analogies Test (MAT) or the Graduate Record Examination (GRE) – this requirement is waived if applicant possesses an earned Master's degree

- Completion of at least three years of school-based employment in which the candidates holds a license, or at least three years of equivalent employment in another educational-related setting

Pre-Practicum Requirements
- Twenty out-of-class hours for each course (total of 200 hours) – with the exception of EA 510 for Sheltered English Immersion – is devoted to pre-practicum hours in the public schools. Satisfaction of this requirement is met through specified pre-practicum activities, completion of the out-of-class hours log sheet, and a detailed summary of the pre-practicum experiences for each course

Core Module Requirements – 24 credits

EA	500	School Leadership	3 cr.
EA	505	Instructional Leadership	3 cr.
EA	510	Sheltered English Immersion for School Leaders	3 cr.
EA	515	Public School Operational and Financial Strategies	3 cr.
EA	520	Law, Policy, and Ethics	3 cr.
EA	525	Human Resources and Organizational Potential	3 cr.
EA	530	Family and Community Engagement	3 cr.
EA	535	Strategic Management and Design	3 cr.

Subtotal — **24 credits**

Licensure Module Requirements – 12 credits

EA	540	Operations	3 cr.
EA	545	Finance	3 cr.
EA	550	Practicum	3 cr.
		• 500 hours to be completed at the PreK-6, 5-8, or 9-12 grade levels	
EA	552	Reflective Seminar	3 cr.
		• Seminar must be taken concurrently with the Practicum at the same grade levels as the Practicum	

Subtotal — **12 credits**

Total Degree Requirements — **36 credits**

The Master of Education in Early Childhood Education: Teacher of Students With and Without Disabilities (PreK-2) Initial Licensure

The Master of Education in Early Childhood program prepares candidates to work in pre-schools, kindergarten, and first and second grade classrooms as licensed teachers. Through coursework and field experiences, students develop understanding of subject matter knowledge, curriculum design, instructional strategies, observation and assessment, communication, and collaboration with families and the community. The Master of Education program in Early Childhood a 36-credit program leading to the initial license in Early Childhood Education: Teacher of Students with and without Disabilities.

Learning Outcomes

Upon completion of the program students will:
- Demonstrate knowledge of early childhood development, including language acquisition and literacy.
- Demonstrate knowledge of subject matter.
- Demonstrate the ability to plan and deliver effective and equitable curriculum and instruction.

Initial Licensure Program of Study

ECE	500*	Child Development	3 cr.
ECE	505*	Role of Play in Early Childhood Education	3 cr.
SPN	507*	Family, School and Community	3 cr.
SPN	506*	Nature and Needs of Children with Disabilities	3 cr.
ED	542*	Sheltered English Immersion	3 cr.
RDG	506*	Emergence of Literacy	3 cr.
RDG	511*	Children's Literature for Early Childhood Teachers	3 cr.
ECE	568*	Literacy, Language Arts, and Social Studies for Early Learners	3 cr.
ECE	504*	Early Childhood Curriculum and Assessment	3 cr.
ECE	567*	Mathematics and Science for Early Learners	3 cr.
ECE	511*	Early Childhood Reflective Seminar PreK-2	3 cr.
ECE	510*	Early Childhood Practicum PreK-2	3 cr.
EXM	699	Comprehensive Exam	0 cr.

Total degree requirements — **36 cr.**

The Master of Education in Elementary Education

The Master of Education in Elementary Education programs prepare candidates to work in grades 1–6. Through coursework and field experiences, students develop understanding of subject matter knowledge, curriculum design, instructional strategies, observation and assessment, communication, and collaboration with families and the community. The Master of Education programs in Elementary Education are designed in two tracks: 1) a 24-credit post-baccalaureate program that leads to Initial Licensure and an optional 12 additional credit program to obtain a Master's degree in Elementary Education, 2) a 36-credit Appropriate Master's Degree Program that leads to Professional Licensure.

A passing score on the Massachusetts Tests for Educator Licensure (MTEL) prior to enrolling in the practicum is required

Learning Outcomes

Upon completion of the program students will:
- Demonstrate skill in planning curriculum and instruction, delivering effective instruction, managing classroom climate, promoting equity and meeting professional standards.
- Demonstrate knowledge of and approach to the academic content of lessons.

Initial Licensure Program of Study

ED	502 *	Effective Classroom Strategies in Elementary Education	3 cr.
ED	581	Technology in Education	3 cr.
ED	542*	Sheltered English Immersion Teacher Endorsement	3 cr.
EDU	504 *	Theories of Curriculum Design and Evaluation (pre-practicum experience)	3 cr.
EDU	510 *	Practicum Experience: Teacher of Elementary Education	3 cr.
EDU	511 *	Reflective Seminar: Teacher of Elementary Education	3 cr.
RDG	506 *	Emergence of Literacy	3 cr.
RDG	511 *	Children's Literature	3 cr.
EDC	525 *	Social Context in American Education	3 cr.
SCN	571	Methods of Teaching Science to Children/Field Study	3 cr.
MTH	579	Developing Math Ideas through Applications	3 cr.
SPN	506	Nature and Needs of Learners with Moderate Disabilities	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements   **36 cr.**

* Courses required for obtaining Initial Licensure in Elementary Education (1–6)

Completion Requirements

To exit from the Elementary program for Initial Licensure, students must successfully complete all of the required courses, fieldwork, and the comprehensive examination. Students who do not possess an Initial License in any field are also required to pass the Foundations of Reading Test and the General Curriculum Test prior to the beginning of the practicum experience for successful completion of the Initial Licensure Master of Elementary Education program.

The Master of Education in Early Childhood (PreK-2) and Elementary Education (1–6) Professional Licensure Program

The 36-credit Appropriate Master's degree in Elementary and Early Childhood Education prepares early childhood and elementary level educators who already possess an Initial License in the respective field with a program of study that prepares them to be eligible for Professional Licensure in the state of Massachusetts. The Appropriate Master's Degree combines the study of advanced level subject matter and the pedagogy in mathematics, science, civics, and English, with an in-depth examination of research methods, policy analysis, leadership, the social history of American education, and the foundations of student aspirations. Preparing practicing early childhood and elementary school teachers to build a deeper understating of the subjects they teach, the Appropriate Master's also provides educators with the opportunity to better examine the trends in 21st century American education that impact their students, schools, and lives as teachers.

Prerequisite: Possession of an Initial License in Early Childhood or Elementary Education

Professional Licensure Program of Study

ED	580	Innovative Methods in Education	3 cr.
ED	581	Technology in Education	3 cr.
ED	542*	Sheltered English Immersion Teacher Endorsement	3 cr.
ECE	500	Child Development	3 cr.
EDC	510	Policy Analysis, Leadership, and Change Processes	3 cr.

HST	531	Civic Learning in the 21st Century	3 cr.
RDG	558	Literacy Connections	3 cr.
RDG	502	Learning and Cognition	3 cr.
RDG	511	Children's Literature	3 cr.
MTH	545	Developing Mathematical Ideas, Numbers, and Operations	3 cr.
ARS	535	Teaching Health Concepts with Visual and Performing Arts	3 cr.
SPN	507	Family, School, and Community: Forming Partnerships	3 cr.
EXM 699		Comprehensive Examination	0 cr.

Total degree requirements   **36 cr.**

Completion Requirements

To complete the Appropriate Master's Degree program, students must successfully complete all of the required courses and the comprehensive examination.

Eligibility for Professional Licensure

According to the current Department of Elementary and Secondary Education (DESE) regulations, Professional Licensure is granted to individuals who possess an initial license, have completed an Appropriate Master's Degree in an Education school, have completed a one-year induction program with a mentor, and have completed at least three years of employment in the role of the license. Students completing the Master's degree who have not met the other requirements for the Professional License, including a one-year induction program with a mentor and at least three years of employment in the role of the license, i.e., elementary education, will be advised to apply to the DESE for the Professional License when they have met these requirements. Students who have met the induction and employment requirements will be advised to apply for their Professional Licensure with the DESE upon completion of the program.

Other Options for Early Childhood and Elementary Education Licensure

Please refer to the program of study for Master of Education in Initial Licensure in Reading and Literacy as another option for obtaining Professional Licensure in Early Childhood and Elementary Education.

The Master of Education in Reading and Literacy (all grades)

The post-baccalaureate Master of Education in Reading and Literacy program prepares candidates to work as reading specialists for all grade levels. This program will prepare candidates who are experienced teachers to obtain Massachusetts State Licensure as a Reading Specialist for all grades (PreK–12).

The programs in Reading and Literacy are designed in two tracks: 1) a 24-credit post-baccalaureate program that leads to Initial Licensure, and an optional 12 additional credit program to obtain a Master's degree in Reading and Literacy, 2) a 36-credit Appropriate Master's Degree program that leads to Professional Licensure.

A passing score on the Massachusetts Tests for Educator Licensure (MTEL) prior to enrolling in the practicum is required.

Learning Outcomes

Upon completion of the program students will:
- Demonstrate skill in planning curriculum and instruction, delivering effective instruction, managing classroom climate, promoting equity and meeting professional standards.
- Demonstrate knowledge of and approach to the process of reading and development of literacy skills.
- Demonstrate skill in assessing student and program performance.

Reading and Literacy: Initial Licensure (PreK–12)

The program in Reading and Literacy enables candidates to be eligible to apply for Initial Licensure in Reading. Courses such as RDG 506 Emergence of Literacy, RDG 507 Writing Across the Curriculum, RDG 511 Children's Literature, RDG 512 Diagnosis and Remediation, and RDG 508 Improvement of Reading Instruction provide background knowledge to the teacher to become a reading specialist. While practical experiences are part of each course format, pre-practicum experiences are included in RDG 512 Diagnosis and Remediation and RDG 508 Improvement of Reading Instruction and the 150-hour practicum and accompanying seminar to prepare the teacher through supervised classroom experiences to take on the role of a reading teacher for all grade levels. Each course addresses the relevant Massachusetts Curriculum Frameworks and the Professional Standards of Teachers.

Initial Licensure Program of Study

IED	530	Linguistics and Language Acquisition	3 cr.
ED	581	Technology in Education	3 cr.
ED	542*	Sheltered English Immersion Teacher Endorsement	3 cr.
RDG	558	Literacy Connections	3 cr.
ECE	500	Child Development	3 cr.
RDG	506 *	Emergence of Literacy	3 cr.

RDG	507 *	Writing Across the Curriculum	3 cr.
RDG	508 *	Improvement of Reading Instruction (Pre-practicum)	3 cr.
RDG	511 *	Children's Literature	3 cr.
RDG	512 *	Diagnosis and Remediation (Pre-practicum)	3 cr.
RDG	514 *	Practicum Experience: Teacher of Reading	3 cr.
RDG	515 *	Reflective Seminar: Teacher of Reading	3 cr.
EXM	699	Comprehensive Examination	0 cr.
Total degree requirements			**36 cr.**

* Courses required for obtaining Initial Licensure as a Reading Specialist

Completion Requirements

To successfully complete the Reading and Literacy program for Initial Licensure in Reading, students must successfully complete all of the required courses, fieldwork, and the comprehensive examination. Students are also required to pass the MTEL in Reading Specialist prior to graduation and application for Initial Licensure as reading specialists.

Other Options for Early Childhood, Elementary Education, and Moderate Disabilities Candidates
The program of study for the Master of Education in Reading and Literacy is also approved for obtaining eligibility for Professional Licensure in Early Childhood, Elementary Education, and Moderate Disabilities (PreK–8, 5–12). Initial Licensure in the respective field mentioned above is required for entry into the program.

Reading and Literacy: Professional Licensure (PreK–12)

The 36-credit Appropriate Master's Degree in Reading and Literacy prepares reading specialists who already possess an Initial License in the field with a program of study leading to eligibility for Professional Licensure in the state of Massachusetts. The Appropriate Master's Degree combines the study of advanced level subject matter and pedagogy in reading with an in-depth examination of research methods, policy analysis, the social history of American education, and the foundations of student aspirations. Preparing practicing reading specialists to build a deeper understanding of the field, the Appropriate Master's Degree also provides educators with the opportunity to examine trends in 21st century American education that impact their students, schools, and lives as teachers.

Prerequisite: Possession of an Initial License in Reading.

Professional Licensure Program of Study

ED	580	Innovative Methods in Education	3 cr.
ED	581	Technology in Education	3 cr.
ED	582	Research Methods	3 cr.
EDC	510	Policy Analysis, Leadership, and Change Processes	3 cr.
EDC	525	Social Context in American Schooling	3 cr.
ECE	500	Child Development	3 cr.
IED	509	Language Diversity in Education	3 cr.
ITP	543	Multimedia Literacy Instruction	3 cr.
RDG	502	Learning and Cognition	3 cr.
RDG	558	Literacy Connections	3 cr.
RDG	509	Portfolio Assessment	3 cr.
RDG	513	Advanced Seminar Reading/ Language	3 cr.
EXM	699	Comprehensive Examination	0 cr.
Total degree requirements			**36 cr.**

Completion Requirements

To successfully complete the Appropriate Master's Degree program, students must successfully complete all of the required courses and, where relevant, the required field work and the comprehensive examination.

Eligibility for Professional Licensure

According to Department of Elementary and Secondary Education (DESE) regulations, a Professional License is granted to individuals who possess an Initial License, have completed an Appropriate Master's Degree in an Education school, have completed a one-year induction program with a mentor, and have completed at least three years of employment in the role of the license. Students completing the Master's degree who have not met the other requirements for the Professional License, including a one-year induction program with a mentor and at least three years of employment in the role of the license, i.e., as a reading specialist, will be advised to apply to the DESE for the Professional License when they have met these requirements. Students who have met the induction and employment requirements will be advised to apply for their Professional License with DESE.

Reading and Literacy: Non-Licensure

RDG	506	Emergence of Literacy	3 cr.
RDG	507	Writing Across the Curriculum	3 cr.
RDG	508	Improvement of Reading Instruction	3 cr.
RDG	511	Children's Literature	3 cr.
RDG	512	Diagnosis and Remediation	3 cr.
EDC	510	Policy Analysis, Leadership and Change Processes	3 cr.
ED	580	Innovative Practices	3 cr.
ECE	500	Child Development	3 cr.
IED	530	Linguistics and Language Acquisition	3 cr.
RDG	504	Family Literacy Connections	3 cr.
ED	581	Technology in Education	3 cr.
ED	582	Research Methods	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements **36 cr.**

The Master of Education in Secondary Education Programs

M. Ed. in Secondary Education (Grades 5-8; 9-12) Initial Licensure

The Endicott M.Ed. in Secondary Education (Gr. 5-8, 9-12) provides candidates with a strong liberal arts background and subject matter content knowledge (in English, history, political science/philosophy, humanities, mathematics, biology, chemistry, earth science, physics, general science, mathematics/science) the opportunity to master practical skills of teaching and learning, develop an understanding of the most current research in the field of educational curriculum and instruction, and deliver effective instruction to today's classrooms for diverse learners. Graduates of this program will become eligible for Initial Licensure in one of the listed middle and high school subject matter content areas.

A passing score on the Massachusetts Tests for Educator Licensure (MTEL) prior to enrolling in the practicum is required.

Learning Outcomes

Upon completion of the program students will be able to:
- Demonstrate subject matter expertise.
- Demonstrate teaching skill in planning curriculum and instruction.
- Provide effective instruction.
- Demonstrate skill in assessing student and program performance.

Program of Study

ED	542*	Sheltered English Immersion Teacher Endorsement	3 cr.
EDS	504*	Theories of Curriculum Design and Evaluation	3 cr.
EDS	502*	Effective Classroom Strategies in Secondary Education	3 cr.
ECE	500	Child Development	3 cr.
SPN	506*	Nature/Needs of Students with Moderate Disabilities	3 cr.
RDG	506	The Emergence of Literacy	3 cr.
RDG	507	Writing Across the Curriculum	3 cr.
XXX	555*	Methods in the Content Area in Secondary Education	3 cr.
ED	581	Technology in Education	3 cr.
ED	580	Innovative Methods in Education	3 cr.
EDS	510*	Practicum Experience: Teacher of Secondary Education	3 cr.
EDS	511*	Reflective Seminar: Teacher of Secondary Education	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total credit requirements **36 cr.**

The Master of Education in Secondary Education (5-8, 9-12) Non Licensure

The Endicott M.Ed. in Secondary Education provides middle and high school teaching candidates with a strong liberal arts background and

subject matter content knowledge (in English, history, political science/political philosophy, humanities, mathematics, biology, chemistry, earth science, physics, general science, mathematics/science and other subjects) the opportunity to master practical skills of teaching and learning, develop an understanding of the most current research in the field of educational curriculum and instruction, and deliver effective instruction to today's classrooms for diverse learners.

Learning Outcomes

Upon completion of the program students will be able to:

- Demonstrate subject matter expertise.
- Demonstrate knowledge of the process of planning curriculum and instruction.
- Demonstrate knowledge of the research on effective instruction.
- Demonstrate knowledge of the process of student and program assessment.
- Demonstrate knowledge of the techniques of classroom organization and supervision.
- Support equity.

Program of Study

EDS	504	Theories of Curriculum Design and Evaluation	3 cr.
EDS	502	Effective Classroom Strategies in Secondary Education	3 cr.
ECE	500	Child Development	3 cr.
SPN	506	Nature/Needs of Students with Moderate Disabilities	3 cr.
RDG	506	Emergence of Literacy	3 cr.
RDG	507	Writing Across the Curriculum	3 cr.
EDS	555	Methods in the Content Area in Secondary Education	3 cr.
ED	581	Technology in Education	3 cr.
ED	580	Innovative Methods in Education	3 cr.
ED	542	Sheltered English Immersion Teacher Endorsement	3 cr.
MTH	578	Developing Math Ideas	3 cr.
OR			
SCN	571	Methods of Teaching Science to Children	3 cr.
OR			
EDC	525	Social Contexts in American Education	3 cr.
ED	582	Research in Education	3 cr.

Total requirements **36 cr.**

Accelerated Secondary Teacher Preparation Program

This accelerated, post-baccalaureate licensure program is designed to deliver practical training for prospective teachers in many grade content areas: middle (5–8) and secondary (8–12). The program consists of six courses, including a practicum.

Graduates of this program will be eligible for an Initial License in one of the following content areas:

- Biology
- Chemistry
- Earth Science
- English
- General Science
- Humanities
- History
- Mathematics
- Mathematics/Science
- Physics
- Political Science/Philosophy

A passing score on the Massachusetts Tests for Educator Licensure (MTEL) prior to enrolling in the practicum is required.

Program of Study

Practical pedagogy linked to the candidate's content area is provided in the following courses:

EDS	502	Effective Classroom Strategies in Secondary Education (pre-practicum)	3 cr.
EDS	504	Theories of Curriculum Design and Evaluation (pre-practicum)	3 cr.
EDS	510	Practicum Experience: Teacher of Secondary Education	3 cr.
EDS	511	Reflective Seminar: Teacher of Secondary Education	3 cr.
SPN	506	Nature and Needs of Students with Moderate Disabilities (pre-practicum)	3 cr.
XXX	555	Methods in the Content Area in Secondary Education (pre-practicum)	3 cr.
ED	542	Sheltered English Immersion Teacher Endorsement	3 cr.

Total requirements **21 cr.**

Special Needs Programs

Overview:

The Master of Education in Special Needs

The program in Special Needs prepares professionals to work with children with moderate disabilities at the PreK–8 and 5–12 levels who participate in integrated or self-contained classrooms. These programs lead to Initial or Professional Licensure in Moderate Disabilities (PreK–8, 5–12). The Moderate Disabilities programs (PreK–8 and 5–12) are designed in two different tracks: 1) a 24-credit post-baccalaureate program that leads to Initial Licensure and an optional 15 additional credit program to obtain a Master's degree in Special Needs, and 2) a 36-credit appropriate Master's Degree program for a Professional License.

The distinction between the different grade level licensures (i.e., PreK–8 and 5–12) lies in:

- The entrance requirements (e.g., prior course work);
- The number of clock hours and the grade level for the practicum experience (300 hours for PreK–8 and 150 hours for 5–12); and
- Assignments within courses that address the grade level at which the student is pursuing licensure.

Learning Outcomes

Upon completion of the program students will:

- Demonstrate skill in planning curriculum and instruction, delivering effective instruction, managing classroom climate, promoting equity and meeting professional standards.
- Demonstrate ability to collect, analyze, synthesize, and apply measurement data.
- Demonstrate knowledge of and approach to subject matter.
- Demonstrate knowledge of typical child development and exceptionalities

Moderate Disabilities: Initial Licensure (PreK–8, 5–12)

The curriculum for the Special Needs programs leading to licensure in Moderate Disabilities addresses theories of language development, including differences between first and second language acquisition and the effects of disabilities on learning and vocabulary development. The program explores diagnosis and assessment of that development; theories, concepts, and methods of assessment; educational terminology for students with mild to moderate disabilities; study of individualized Education Programs; curriculum development for students with mild to moderate disabilities; behavioral management principles; innovative practices emphasizing students with special needs; and the required pre-practicum and practicum experiences as described below.

A passing score on the Massachusetts Tests for Educator Licensure (MTEL) prior to enrolling in the practicum is required.

Initial Licensure Program of Study

ED	581*	Technology in Education	3 cr.
ED	542*	Sheltered English Immersion Teacher Endorsement	3 cr.
ECE	500	Child Development	3 cr.
SPN	500*	Special Education Service Delivery and the Inclusion Model for Students with Special Needs	3 cr.
SPN	501*	Methods and Materials for Curriculum Development of Special Needs Program (Pre-practicum)	3 cr.
SPN	502*	Curriculum Development for Learners with Special Needs	3 cr.
SPN	504*	Assessment and Educational Planning	3 cr.
SPN	505*	Reflective Seminar: Teacher of Special Needs **	3 cr.
SPN	506*	Nature and Needs of Students with Moderate Disabilities	3 cr.
SPN	510*	Practicum Experience: Teacher of Special Needs **	3 cr.
SPN	564	English, Language Arts, and Social Science for Diverse Learners	3 cr.
SPN	567	Mathematics and Science for Diverse Learners	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements — **36 cr.**

* *Courses required for obtaining Initial Licensure in Moderate Disabilities PreK–8, 5–12).*

** *Practicum placements will be appropriate to the level of the license sought, PreK–8 or 5–12 and will meet the required clock hours for those levels.*

Completion Requirements

To exit from the Special Needs program for Initial Licensure in Moderate Disabilities, students must successfully complete all of the required courses and fieldwork. Prior to entering the practicum, teachers seeking a license as a teacher of students with moderate disabilities for PreK–8 must pass the General Curriculum test in addition to passing the Communication and Literacy and the Foundations of Readings tests. Those seeking this license for 5–12 must pass either the General Curriculum test or a subject matter test in one of the core academic subjects taught in 5–8 or 8–12 (such as history) in addition to passing the Communication and Literacy and the Foundations of Reading Tests. Students may be advised to take additional subject matter courses for meeting the above Department of Elementary and Secondary Education requirements.

Moderate Disabilities: Professional Licensure (PreK–8, 5–12)

The 36-credit program satisfies the requirements for the Appropriate Master's Degree in Moderate Disabilities and prepares special needs teachers who already possess an Initial License in the field with a program of study that prepares them to be eligible for Professional Licensure in the state of Massachusetts at both the PreK–8 and 5–12 levels. The Appropriate Master's Degree focuses on:

- The study of advanced level subject matter and teaching methods focused on the assessment and support of the students with moderate disabilities; and
- An in-depth examination of research methods, policy analysis, leadership, the social history of American education, and the foundations of student aspirations. Preparing practicing teachers to build a deeper understanding of the field in which they teach, the Appropriate Master's Degree also provides educators with an opportunity to understand the trends in 21st century American education that have an impact on their students, schools, and lives as teachers.

Prerequisite: Possession of an Initial Licensure in Moderate Disabilities for the appropriate grade level (PreK–8 or 5–12)
Distinction Between PreK–8 and 5–12 Levels:

The content covered in HST 531, MTH 579, and SCN 571 in the curriculum outlined below have been designed to delineate PreK–8 and 5–12 grade levels.

Professional Licensure Program of Study

ECE	500	Child Development	3 cr.
ED	581	Technology in Education	3 cr.
ED	582	Research Methods	3 cr.
SPN	513	Consultation and Collaboration in Education	3 cr.
SPN	515	Strategies for Classroom Management	3 cr.
SPN	523	Advanced Assessment Strategies: Psycho-Educational Evaluation	3 cr.
SPN	533	Adapting and Differentiating Instruction	3 cr.

Reading & Literacy Electives (Choose Three)

RDG	504	Literacy Connections	3 cr.
IED	530	Linguistics & Language Acquisition	3 cr.
RDG	506	Emergence of Literacy	3 cr.
RDG	507	Writing Across the Curriculum	3 cr.

General Curriculum Electives (Choose Two)

ED	502	Effective Classroom Strategies	3 cr.
EDC	525	Social Context in American Schooling	3 cr.
MTH	578	Developing Mathematical Ideas through Applications	3 cr.
SCN	571	Methods of Teaching Natural Sciences to Children: Field Study	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements **36 cr.**

Completion Requirements
To exit from the Appropriate Master's Degree program, students must successfully complete all of the required courses and, where relevant, the required field work and the comprehensive examination.

Eligibility for Professional Licensure
According to Department of Elementary and Secondary regulations, a Professional License is granted to individuals who possess an Initial License, have completed an Appropriate Master's Degree in an Education school, have completed a one-year induction program with a mentor, and have completed at least three years of employment in the role of license. Students completing the Master's degree who have not met the other requirements for the Professional License, including a one-year induction program with a mentor, and at least three years of employment in the role of the license, i.e., moderate disabilities for PreK–8 or 5–12, will be advised to apply for the Professional License when they have met these requirements. Students who have met the induction and employment requirements will be advised to apply for their Professional License with the DESE after completion of the program.

Other Options for Obtaining Professional Licensure in Moderate Disabilities
Please refer to the program of study for Master of Education in Initial Licensure in Reading and Literacy as another option for obtaining Professional Licensure in Moderate Disabilities (PreK–8, 5–12).

Moderate Disabilities: Professional Licensure (12 credits)

The 12-credit program prepares special needs teachers who already possess a master's degree and an Initial License in Teacher of Students with Moderate Disabilities with a program of study that prepares them to be eligible for Professional License in Massachusetts at both the PreK-8 and 5-12 levels. This program contains the study of advanced level subject matter and teaching methods focused on the assessment and support of students with moderate disabilities.

Prerequisite: Possession of a Master's Degree and an Initial License in Moderate Disabilities for the appropriate grade level (PreK-8, 5-12).

Program of Study

SPN	513	Consultation and Collaboration in Education	3 cr.
SPN	515	Strategies for Classroom Management	3 cr.
SPN	523	Advanced Assessment Strategies: Psycho-Educational Evaluation	3 cr.
SPN	533	Adapting and Differentiating Instruction	3 cr.

Total degree requirements — **12 cr.**

Moderate Disabilities: Non-Licensure Program *

* Please Note: This program does not include a reflective seminar or practicum and does NOT lead to Massachusetts teacher licensure.

Program of Study

ED	580	Innovative Methods in Education	3 cr.
ED	581	Technology in Education	3 cr.
ED	582	Research Methods	3 cr.
EDC	510	Policy Analysis, Leadership, and Change Processes	3 cr.
ECE	500	Child Development	3 cr.
SPN	500	Special Education Service Delivery and the Inclusion Model for Students with Special Needs	3 cr.
SPN	501	Methods and Materials for Curriculum Development of Special Needs Program	3 cr.
SPN	502	Curriculum Development for Learners with Special Needs	3 cr.
SPN	504	Assessment and Educational Planning	3 cr.
SPN	506	Nature and Needs of Students with Moderate Disabilities	3 cr.
SPN	564	English, Language Arts, and Social Science for Diverse Learners	3 cr.
SPN	567	Mathematics and Science for Diverse Learners	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements — **36 cr.**

Completion Requirements

To exit from the Master of Education in Special Needs in Moderate Disabilities program, students must successfully complete all of the required courses and fieldwork plus the comprehensive examination. There are no licensure-related requirements with this program of studies.

The Master of Education in Special Needs: Severe Disabilities

Overview:
The curriculum for the Special Needs programs leading to licensure in Severe Disabilities addresses theories of language development, including the differences between first and second language acquisition and the effects of disabilities on learning and vocabulary development. The program explores diagnosis and assessment of that development, innovative instructional practices for students with handicapping conditions, functional curriculum development and educational planning, and the availability and operation of assistive technologies that support the learning needs of the severely disabled child. This preparation program for Initial Licensure requires a pre-practicum and practicum experiences as described below.
A passing score on the Massachusetts Tests for Educator Licensure (MTEL) prior to enrolling in the practicum is required.

Learning Outcomes

Upon completion of the program students will:
- Demonstrate skill in planning curriculum and instruction, delivering effective instruction, managing classroom climate, promoting equity and meeting professional standards.

- Demonstrate ability to collect, analyze, synthesize, and apply measurement data.
- Demonstrate knowledge of and approach to subject matter.
- Demonstrate knowledge of typical child development and exceptionalities.

Severe Disabilities: Initial Licensure (All)

Initial Licensure Program of Study

ED	542*	Sheltered English Immersion Teacher Endorsement	3 cr.
ECE	500	Child Development	3 cr.
SPN	500*	Special Education Service Delivery and the Inclusion Model for Students with Special Needs	3 cr.
SPN	501*	Methods and Materials for Curriculum Development of Special Needs Programs (pre-practicum course)	3 cr.
SPN	504*	Assessment and Educational Planning	3 cr.
SPN	508*	Functional Curriculum and Educational Planning: Severe Disabilities	3 cr.
SPN	511*	Assistive Classroom Technology for Students with Severe Disabilities	3 cr.
SPN	516*	Reflective Seminar: Teacher of Students with Severe Disabilities	3 cr.
SPN	519*	Practicum Experience: Teacher of Students with Severe Disabilities **	3 cr.
SPN	526*	Nature and Needs of Students with Severe Disabilities	3 cr.
SPN	565	English, Language Arts, and Social Science for Severely Disabled Learners	3 cr.
SPN	568	Math and Science for Severely Disabled Learners	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements **36 cr.**

* *Courses required for obtaining Initial Licensure in Severe Disabilities (All)*

** *Practicum placements will be made in an inclusive general education classroom (75 hours) with the balance of the experience (225 hours) in a setting with students with severe disabilities.*

Severe Disabilities: Professional Licensure (All)

The 36-credit program satisfies the requirements for the Appropriate Master's Degree in Severe Disabilities and prepares special needs teachers who already possess an Initial License in the field with a program of study that prepares them to be eligible for Professional Licensure in the State of Massachusetts at all grade levels. The Appropriate Master's Degree focuses on:

- The study of advanced-level subject matter and teaching methods focused on the assessment and support of the students with severe disabilities; and
- An in-depth examination of research methods, policy analysis, leadership, the social history of American education, and the foundations of student aspirations.

Preparing practicing teachers to build a deeper understanding of the field in which they teach, the Appropriate Master's Degree also provides educators with an opportunity to understand the trends in 21st century American education that have an impact on their students, schools, and lives as teachers.

Prerequisite: Possession of a Massachusetts Initial License in Severe Disabilities (All Levels).

Professional Licensure Program of Study

ED	580	Innovative Methods in Education †	3 cr.
ED	581	Technology in Education	3 cr.
ED	582	Research Methods †	3 cr.
EDC	525	Social Context in American Schooling	3 cr.
ECE	500	Child Development	3 cr.
EDC	510	Policy Analysis, Leadership, and Change Processes	3 cr.
ABA	525	Basic Principles of Applied Behavior Analysis †	3 cr.
ED	534	Measurement and Experimental Evaluation of Behavioral Intervention †	3 cr.
MTH	579	Developing Mathematical Ideas through Applications †	3 cr.
RDG	558	Literacy Connections †	3 cr.
RDG	502	Learning and Cognition †	3 cr.
SCN	571	Methods of Teaching Natural Sciences to Children: Field Study †	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements **36 cr.**

† *Courses provide advanced level coursework focused on the learning needs of children with severe disabilities at all grade levels.*

Completion Requirements

To exit the Appropriate Master's degree program, students must successfully complete all of the required courses and, where relevant, the required fieldwork and the comprehensive examination.

Severe Disabilities Non-Licensure Program *

* **Please Note**: This program does not include a reflective seminar or practicum and does NOT lead to Massachusetts teacher licensure.

Non-licensure Program of Study

ED	580	Innovative Methods in Education	3 cr.
ED	582	Research Methods	3 cr.
EDC	510	Policy Analysis, Leadership, and Change Processes	3 cr.
ECE	500	Child Development	3 cr.
SPN	500	Special Education Service Delivery and the Inclusion Model for Students with Special Needs	3 cr.
SPN	501	Methods and Materials for Curriculum Development of Special Needs Programs	3 cr.
SPN	504	Assessment and Educational Planning	3 cr.
SPN	508	Functional Curriculum and Educational Planning: Severe Disabilities	3 cr.
SPN	511	Assistive Classroom Technology for Students with Severe Disabilities	3 cr.
SPN	526	Nature and Needs of Students with Severe Disabilities	3 cr.
SPN	565	English, Language Arts, and Social Science for Severely Disabled Learners	3 cr.
SPN	568	Math and Science for Severely Disabled Learners	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements   **36 cr.**

Completion Requirements

To exit from the Master of Education in Special Needs in Severe Disabilities program, students must successfully complete all of the required courses and field work plus the comprehensive examination. There are no licensure-related requirements with this program of study.

Institute for Behaviorial Studies

Programs in Autism Spectrum Disorder

Two program options offer in-depth training in autism spectrum disorders: the Master of Education in Autism and Applied Behavior Analysis and the Certificate in Autism. The Master's degree provides students with broad training in both Applied Behavior Analysis and the unique characteristics of learners with autism, while the Certificate in Autism provides coursework in the educational needs of learners with autism and the interventions that have been demonstrated to be effective for them.

Master of Education in Autism and Applied Behavior Analysis

This 39-credit program prepares students to work with individuals with Autism. The courses inform students about state-of-the-art strategies to increase student success and independence. The program includes courses in Applied Behavior Analysis that fulfill the educational requirements for the internationally recognized certification offered by the Behavior Analyst Certification Board (BACB). This is a unique program that focuses on the application of behavioral principles to individuals with autism. Students will learn best practices in addressing the needs of learners with autism.

Learning Outcomes

Upon completion of the program students will:
- Demonstrate acquisition of the knowledge, principles, and skills of Applied Behavior Analysis.
- Demonstrate application of assessment and behavior change procedures involved in educating and treating individuals with autism.
- Demonstrate understanding of the learning, behavioral, communication, and social characteristics of individuals with autism as manifested by knowledge of effective individualized curricular planning, effective classroom management, and an under standing of evidence-based practice.

Program of Study

AUT*	527	Introduction to Autism Spectrum Disorders	3 cr.
AUT*	537	Developing Individualized Goals for Learners with Autism	3 cr.
AUT*	570	Understanding and Remediating Communication Deficits in Learners with Autism	3 cr.
AUT*	571	Understanding and Remediating Social and Play Skill Deficits in Learners with Autism	3 cr.
AUT*	574	Evidence-based Practice	3 cr.
AUT*	578	Effective Collaboration Across Disciplines	3 cr.
AUT*	584	Measurement and Experimental Evaluation of Behavioral Intervention II	3 cr.
ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	525	Basic Principles of Applied Behavior Analysis	3 cr.
ABA	534	Measurement and Experimental Evaluation of Behavioral Intervention I	3 cr.
ABA	541	Behavioral Assessment	3 cr.
ABA	554	Behavior Change Procedures and System Supports	3 cr.
ABA	565	Ethical Issues in Behavior Analysis	3 cr.
EXM	699	Comprehensive Exam	0 cr.

Total degree requirements — **39 cr.**

Note: A Master's Thesis is required for the successful completion of this program.

* Certificate in Autism Courses

The courses above indicated with an asterisk comprise the seven-course sequence that leads to a Certificate in Autism.

Special Education Licensing Options in the Autism and Applied Behavior Analysis Master Program

Students who complete the Master's program in Autism and Applied Behavior Analysis may elect to pursue Massachusetts Educator Licensure. Requirements for Initial Licensures are listed below.

Please Note: Additional standardized tests may be required by the Commonwealth of Massachusetts for program graduates in order to qualify for teacher licensures. More information is available from Graduate School faculty who may be reached at vanloan.endicott.edu.

Requirements for the Massachusetts Initial Licensure in Moderate Disabilities (PreK-8, 5-12)

- A passing score on the Massachusetts Tests for Educator Licensure (MTEL): Communication and Literacy test for program admission plus the General Curriculum test prior to the practicum and seminar courses.
- AND, the following coursework:

SPN	500	Special Education Service Delivery and the Inclusion Model for Students with Special Needs	3 cr.
SPN	501	Methods and Materials for Curriculum Development of Special Needs Program (Pre-practicum)	3 cr.
SPN	502	Curriculum Development for Learners with Special Needs	3 cr.
SPN	504	Assessment and Educational Planning	3 cr.
SPN	505	Reflective Seminar: Teacher of Special Needs**	3 cr.
SPN	506	Nature and Needs of Students with Moderate Disabilities	3 cr.
SPN	510	Practicum Experience: Teachers of Special Needs**	3 cr.
SPN	511	Assistive Classroom Technology for Students with Disabilities	3 cr.
ED	542	Sheltered English Immersion Teacher Endorsement	3 cr.
EXM	699	Comprehensive Exam	0 cr.

Total credits required to be eligible for licensure   **27 cr.**

*** Practicum placements will be appropriate to the level of the license sought, PreK–8, 5–12, and will meet the required clock hours for those levels.*

Requirements for the Massachusetts Initial Licensure in Severe Disabilities (All):

- A passing score on the Massachusetts Tests for Educator Licensure (MTEL): Communication and Literacy test for program admission plus the General Curriculum test prior to the practicum and seminar courses.
- AND, the following coursework:

SPN	500	Special Education Service Delivery and the Inclusion Model for Students with Special Needs	3 cr.
SPN	501	Methods and Materials for Curriculum Development of Special Needs Program (Pre-practicum)	3 cr.
SPN	504	Assessment and Educational Planning	3 cr.
SPN	508	Functional Curriculum and Educational Planning: Severe Disabilities	3 cr.
SPN	511	Assistive Classroom Technology for Students with Severe Disabilities	3 cr.
SPN	516	Reflective Seminar: Teacher of Students with Severe Disabilities	3 cr.
SPN	519	Practicum Experience: Teacher of Students with Severe Disabilities**	3 cr.
SPN	526	Nature and Needs of Students with Severe Disabilities	3 cr.
ED	542	Sheltered English Immersion Teacher Endorsement	3 cr.
EXM	699	Comprehensive Exam	0 cr.

Total credits required to be eligible for licensure   **27 cr.**

*** Practicum placements will be made in an inclusive general education classroom (75 hours) with the balance of the experience (225 hours) in a setting with students with severe disabilities.*

Certificate in Autism

For those students who already possess a Master's degree and who are interested in only the courses specifically focused on autism spectrum disorders, we offer a 21-credit Certificate in Autism.

Seven-Course Sequence of Classes

AUT	527	Introduction to Autism Spectrum Disorders	3 cr.
AUT	537	Developing Individualized Goals for Learners with Autism	3 cr.
AUT	570	Understanding and Remediating Communication Deficits in Learners with Autism	3 cr.
AUT	571	Understanding and Remediating Social and Play Skill Deficits in Learners with Autism	3 cr.
AUT	574	Evidence-based Practice	3 cr.
AUT	578	Effective Collaboration Across Disciplines	3 cr.
AUT	584	Measurement and Experimental Evaluation of Behavioral Intervention II	3 cr.

Total requirements   **21 cr.**

Programs in Applied Behavior Analysis

The Master of Education in Special Needs and Applied Behavior Analysis, Moderate Disabilities (PreK–8, 5–12)

Overview:

Please Note: These programs fulfill the educational requirements to sit for the Behavior Analyst Certification Board (BACB) examination.

Learning Outcomes

- Demonstrate skill in planning curriculum and instruction, delivering effective instruction, managing classroom climate, promoting equity and meeting professional standards.
- Demonstrate ability to collect, analyze, synthesize, and apply measurement data.
- Demonstrate knowledge of and approach to subject matter.
- Demonstrate knowledge of typical child development and exceptionalities.
- Demonstrate acquisition of the knowledge, principles and skills of Applied Behavior Analysis.

Special Needs and Applied Behavior Analysis, Moderate Disabilities: Initial Licensure (PreK–8, 5–12)

Initial Licensure Program of Study

ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	525	Basic Principles of Applied Behavior Analysis	3 cr.
ABA	534	Measurement and Experimental Evaluation of Behavioral Intervention	3 cr.
ABA	541	Behavioral Assessment	3 cr.
ED	542	Sheltered English Immersion Teacher Endorsement	3 cr.
ABA	554	Behavior Change Procedures and System Supports	3 cr.
ABA	565	Ethical Issues in Behavior Analysis	3 cr.
SPN	567	Math and Science for Diverse Learners with Moderate Disabilities	3 cr.
SPN	500*	Special Education Service Delivery and the Inclusion Model for Students with Special Needs	3 cr.
SPN	501*	Methods and Materials for Curriculum Development of Special Needs Program **	3 cr.
SPN	502*	Curriculum Development for Learners with Special Needs	3 cr.
SPN	504*	Assessment and Educational Planning	3 cr.
SPN	505*	Reflective Seminar: Teacher of Special Needs ***	3 cr.
SPN	506*	Nature and Needs of Students with Moderate Disabilities	3 cr.
SPN	510*	Practicum Experience: Teacher of Special Needs ***	3 cr.
SPN	511	Assistive Classroom Technology for Students with Disabilities	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements   **48 cr.**

*   *Courses required for obtaining Initial Licensure in Moderate Disabilities (PreK-8, 5-12)*
** *Pre-practicum course*

Completion Requirements

To successfully exit from the M.Ed./ABA program with Initial License in Severe Disabilities and qualification to sit for the BACB certification examination, students must successfully complete all of the required courses and fieldwork. In addition, teachers seeking Massachusetts licensure as a teacher of students with Moderate Disabilities (PreK–8) must pass the MTEL General Curriculum test and Foundations of Reading Test in addition to passing the Communication and Literacy test.

Students seeking Moderate Disabilities licensure (5–12) may choose to substitute a subject matter test (5–8 or 8–12) for the general curriculum test in addition to the required Communications and Literacy and Foundations of Reading tests. A Competency Review is also required of all Moderate Disabilities licenses. Students may be advised to take additional subject matter courses for meeting the above DESE requirements.
Students seeking a BCBA credential must fulfill both the educational and experiential requirements identified by the BACB and must take and pass the qualifying examination administered by the BACB.

Special Needs and Behavioral Studies, Moderate Disabilities: Professional Licensure (PreK-8, 5-12)

Prerequisites

Candidates must hold the Initial License as a Teacher of Students with Moderate Disabilities (PreK–8, 5–12) and possess at least three years of employment in the role. In addition, candidates must be able to document that they have completed a one year induction program with a mentor plus 50 hours of mentored experience beyond their induction year.

Professional Licensure Program of Study

ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	525*	Basic Principles of Applied Behavior Analysis	3 cr.
ABA	534*	Measurement and Experimental Evaluation of Behavioral Intervention	3 cr.
ABA	541	Behavioral Assessment	3 cr.
ABA	554	Behavior Change Procedures and System Supports	3 cr.
ABA	565	Ethical Issues in Behavior Analysis	3 cr.
ED	581*	Technology in Education: An Integrated Approach	3 cr.
EDC	510	Policy Analysis, Leadership, and Change Processes	3 cr.
EDC	525	Social Context in American Schooling	3 cr.
HST	531	Civic Learning in the 21st Century	3 cr.
MTH	579*	Developing Mathematical Ideas Through Applications	3 cr.
RDG	558*	Literacy Connections	3 cr.
RDG	502	Learning and Cognition	3 cr.
RDG	512*	Diagnosis and Remediation	3 cr.
SCN	571*	Methods of Teaching Natural Sciences to Children: Field Study	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements **45 cr.**

* Licensure-Specific Courses

Completion Requirements

To successfully exit from the Appropriate Master's Degree program in partial fulfillment of eligibility requirements for Professional Licensure as a Teacher of Students with Moderate Disabilities and eligibility to take the BCBA examination, students must successfully complete all of the required courses and, where relevant, the required fieldwork and comprehensive examination.

Students seeking a BCBA credential must fulfill both the educational and experiential requirements identified by the Behavior Analyst Certification Board (BACB) and must take and pass the qualifying examination administered by the BACB.

Master of Education in Special Needs and Applied Behavior Analysis: Severe Disabilities (All)

Overview:

Please Note: These programs fulfill the educational requirements to sit for the Behavior Analyst Certification Board (BACB) examination.

Learning Outcomes

Upon completion of the program students will:

- Demonstrate skill in planning curriculum and instruction, delivering effective instruction, managing classroom climate, promoting equity and meeting professional standards.
- Demonstrate ability to collect, analyze, synthesize, and apply measurement data.
- Demonstrate knowledge of and approach to subject matter.
- Demonstrate knowledge of typical child development and exceptionalities.
- Demonstrate acquisition of the knowledge, principles and skills of Applied Behavior Analysis.

Special Needs and Behavioral Studies, Severe Disabilities: Initial Licensure (All)

Initial Licensure Program of Study

ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	525	Basic Principles of Applied Behavior Analysis	3 cr.
ABA	534	Measurement and Experimental Evaluation of Behavioral Intervention	3 cr.
ABA	541	Behavioral Assessment	3 cr.
ABA	542*	Sheltered English Immersion Teacher Endorsement	3 cr.
ABA	554	Behavior Change Procedures and System Supports	3 cr.
ABA	565	Ethical Issues in Behavior Analysis	3 cr.
SPN	500*	Special Education Service Delivery and the Inclusion Model for Students with Special Needs	3 cr.
SPN	501**	Methods and Materials for Curriculum Development of Special Needs Program	3 cr.
SPN	504*	Assessment and Educational Planning	3 cr.
SPN	508*	Functional Curriculum and Educational Planning: Severe Disabilities	3 cr.
SPN	511*	Assistive Classroom Technology for Students with Disabilities	3 cr.
SPN	516**	Reflective Seminar: Teacher of Students with Severe Disabilities ***	3 cr.
SPN	519*	Practicum Experience: Teacher of Students with Severe Disabilities ***	3 cr.
SPN	526*	Nature and Needs of Students with Severe Disabilities	3 cr.
SPN	565	English, Language Arts, and Social Science for Severely Disabled Learners	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements   **48 cr.**

* Courses required for obtaining Initial Licensure in Severe Disabilities (All)
** Pre-practicum course

Completion Requirements

To successfully exit from the M.Ed./BCBA program with Initial License in Severe Disabilities and qualification to sit for the BACB certification examination, students must successfully complete all of the required courses and fieldwork. In addition, teachers seeking Massachusetts licensure as a Teacher of Students with Severe Disabilities (all levels) must pass the MTEL General Curriculum test in addition to passing the Communication and Literacy test. Students may be advised to take additional subject matter courses for meeting the above DESE requirements.

Students seeking a BCBA credential must fulfill both the educational and experiential requirements identified by the BACB and must take and pass the qualifying examination administered by the BACB.

Special Needs and Behavioral Studies, Severe Disabilities: Professional Licensure (All)

Please Note: This program includes the prerequisite preparation for Behavior Analyst Certification Board (BACB) examination as Board Certified Behavior Analyst (BCBA).

Prerequisites
Candidates must hold the Initial License as a Teacher of Students with Severe Disabilities (All Levels) and possess at least three years of employment in the role. In addition, candidates must be able to document that they have completed a one-year induction program with a mentor, plus 50 hours of mentored experience beyond their induction year.

Professional Licensure Program of Study

List of Required M.Ed. Non-licensure Courses:

ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	541	Behavioral Assessment	3 cr.
ABA	554	Behavior Change Procedures and System Supports	3 cr.
ABA	565	Ethical Issues in Behavior Analysis	3 cr.
ED	580	Innovative Methods in Education	3 cr.
ED	582	Research Methods	3 cr.
EDC	510	Policy Analysis, Leadership, and Change Processes	3 cr.
EDC	570	Understanding the Dynamics of Student Aspirations	3 cr.

List of Required Licensure-specific Courses

ABA	525*	Basic Principles of Applied Behavior Analysis	3 cr.
ABA	534*	Measurement and Experimental Evaluation of Behavioral Intervention **	3 cr.
EDC	525*	Social Context in American Schooling: Methods of Teaching Social Studies	3 cr.
SPN	511*	Assistive Classroom Technologies for Students with Severe Disabilities **	3 cr.
RDG	558*	Literacy Connections	3 cr.
SPN	565*	English, Language Arts, and Social Science for Severely Disabled Learners	3 cr.
SPN	568*	Math and Science for Severely Disabled Learners	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements **42 cr.**

* *Courses required for obtaining Professional Licensure in Severe Disabilities (All)*
** *Course includes in-classroom coaching and consultation*

Completion Requirements

To successfully exit from the Appropriate Master's Degree program in partial fulfillment of eligibility requirements for Professional Licensure as a Teacher of Students with Severe Disabilities and eligibility to take the BCBA examination, students must successfully complete all of the required courses and, where relevant, the required fieldwork and comprehensive examination. Students seeking a BCBA credential must fulfill both the educational and experiential requirements identified by the Behavior Analyst Certification Board (BACB) and must take and pass the qualifying examination administered by the BACB.

Master of Education in Special Needs and Applied Behavior Analysis: Non-licensure Program

This program does not lead to teacher licensing in Massachusetts but does prepare students to work with children with moderate disabilities who participate in integrated or self-contained classrooms. The program also includes the courses leading to the certificate in Applied Behavior Analysis. This is a unique, advanced-level component that focuses on the application of behavioral principles in addressing the needs of exceptional learners. The program leads to eligibility for the Behavior Analysis Certification as a Board Certified Behavior Analyst (BCBA).

Learning Outcomes

- Demonstrate the ability to collect, analyze, synthesize, and apply measurement data.
- Demonstrate knowledge of and approach to subject matter of special education.
- Demonstrate the acquisition of the knowledge, principles and skills of Applied Behavior Analysis.

Non-licensure Program of Study

ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	525	Basic Principles of Applied Behavior Analysis	3 cr.
ABA	534	Measurement and Experimental Evaluation of Behavioral Intervention	3 cr.
ABA	541	Behavioral Assessment	3 cr.
ABA	554	Behavior Change Procedures and Systems Supports	3 cr.
ABA	565	Ethical Issues in Behavior Analysis	3 cr.
ED	580	Innovative Methods in Education	3 cr.
SPN	500	Special Education Service Delivery and Inclusion Model of Students with Special Needs	3 cr.
SPN	501	Methods and Materials for Curriculum Development of Special Needs Program	3 cr.
SPN	502	Curriculum Development for Learners with Special Needs	3 cr.
SPN	504	Assessment and Educational Planning	3 cr.
SPN	506	Nature and Needs of Students with Moderate Disabilities	3 cr.
SPN	564	English, Language Arts, and Social Science for Diverse Learners	3 cr.
SPN	567	Math and Science for Diverse Learners with Moderate Disabilities	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements **42 cr.**

Special Needs and Behavioral Studies, Severe Disabilities: Non-Licensure (Madrid)

This program does not lead to teacher licensing in Massachusetts but does prepare students to work with children with severe disabilities who participate in integrated or substantially separate classrooms. The program also includes the courses leading to the certificate in Applied Behavior Analysis. This is a unique, advanced-level component that focuses on the application of behavioral principles in addressing the needs of exceptional learners. Successful completion of this program leads to eligibility to take the national board exam for certification as a Board Certified Behavior Analyst (BCBA).

Non-licensure Program of Study

ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	580	Innovative Methods in Education	3 cr.
ABA	525	Basic Principles of Applied Behavior Analysis	3 cr.
ED	534	Measurement and Experimental Evaluation of Behavioral Intervention	3 cr.
ED	541	Behavioral Assessment	3 cr.
ED	554	Behavior Change Procedures and Systems Supports	3 cr.
ED	565	Ethical Issues in Behavior Analysis 3 cr.	
SPN	500	Special Education Service Delivery and Inclusion Model of Students with Special Needs	3 cr.
SPN	501	Methods and Materials for Curriculum Development of Special Needs Program	3 cr.
SPN	502	Curriculum Development for Learners with Special Needs	3 cr.
SPN	504	Assessment and Educational Planning	3 cr.
SPN	506	Nature and Needs of Students with Moderate Disabilities	3 cr.
SPN	564	English, Language Arts, and Social Science for Diverse Learners	3 cr.
SPN	567	Math and Science for Diverse Learners with Moderate Disabilities	3 cr.
EXM	699	Comprehensive Examination	0 cr.

Total degree requirements　　　　　　　　　　　　　　　　　　　　　　　　**42 cr.**

Graduate Certificate Program in Applied Behavior Analysis

The Certificate Program in Applied Behavior Analysis at the Van Loan School is a unique, advanced-level teacher preparation program focused on the application of behavioral principles in addressing the needs of exceptional learners. The program fulfills the educational requirements to sit for the Behavior Analyst Certification Board (BACB)examination.

Individuals who hold a graduate degree in special education, psychology, or a related field and who are seeking certification the BACB as a Board Certified Behavior Analyst (BCBA), may enroll in Endicott's BACB-approved, six-course sequence in preparation for the certification examination. Behavior Analyst Certificate courses are three-credit-hour courses and are scheduled for 45 contact hours each, in order to meet the BACB requirement for a total of 270 classroom contact hours. In addition to coursework, there is a 1,500-hour BACB required fieldwork experience, 75 hours of which must be supervised. Students are responsible for independently securing the supervision required by the BACB to sit for their certification examination. Support in securing such supervision is available through the Endicott College Office of Graduate Studies in Special Education.

Six-Course Sequence of Classes

ABA	510	Conceptual Issues in Applied Behavior Analysis	3 cr.
ABA	525	Basic Principles of Applied Behavior Analysis	3 cr.
ABA	534	Measurement and Experimental Evaluation of Behavioral Intervention	3 cr.
ABA	541	Behavioral Assessment	3 cr.
ABA	554	Behavior Change Procedures and System Supports	3 cr.
ABA	565	Ethical Issues in Behavior Analysis	3 cr.

Total requirements　　　　　　　　　　　　　　　　　　　　　　　　　　**18 cr.**

Applied Behavior Analysis – Gainful Employment Disclosure, Award Year 2011-2012

The graduate certificate in Applied Behavior Analysis, with the CIP 2010 code, has a program length of 24 months. The tuition and fees for the certificate was $3,363; books and supplies cost $512. If a student lived on campus the cost was $5,143.

The jobs associated with this certificate include: 25-2051 Special Education Teachers, Preschool 25-2052, Special Education teachers, Kindergarten and Elementary School 25-2053 Teachers, Middle School 25-2054 Special Education Teachers, Secondary School 25-2059 Special Education Teachers, All others.

The number of completers for 2011-2012 was 8. None of the students carried any debt. 75% completed the program within 24 months.

Interior Architecture Programs

Through the Van Loan School of Graduate and Professional Studies and the School of Visual and Performing Arts, Endicott College offers two Master's programs in Interior Architecture –the Master of Fine Arts and the Master of Arts – designed for professionals who seek to advance their knowledge. The College also offers a first professional program for candidates who wish to pursue graduate studies in interior architecture but who hold undergraduate degrees in areas other than interior design or architecture.

The Interior Architecture programs are accredited by the National Association of Schools of Art and Design (NASAD).

MFA in Interior Architecture

First Professional Degree (108 credits)

MFA in Interior Architecture (108 credits) is a three year program designed to provide students holding a undergraduate degree in an unrelated field with expertise in design research, analysis and design of complex interior environments. Students also will gain practical teaching skills with in the design education course sequence.

Post Professional Degree (64 credits)

MFA in Interior Architecture (64 credits) is a two year program designed to provide advanced expertise in design research, analysis and design of complex interior environments. Students also will gain practical teaching skills within the design education course sequence.
*On-line Option (low-residency)

MA in Interior Architecture

First Professional Degree (81 credits)

MA in Interior Architecture(81 credits) is a two year program designed to provide students holding a undergraduate degree in unrelated field with expertise in design research, analysis and design of complex interior environments.

Post Professional Degree (37 credits)

MA in Interior Architecture (37 credits) is an one year program designed to acquire advanced expertise in design research, analysis, design and construction of complex interior environments within the profession.

The application requirements
- Application form and a $50 application fee
- Statement of professional goals
- Official transcripts of all academic work
- Two letters of recommendation
- A Design Portfolio -Optional for First professional degree programs
- An admission interview with the director of Interior Architecture -Recommended, not required

*TOEFL required for all students for whom English is not a first language; 79 is minimum score for iBT and 550 for the pen and pencil test.

Master of Fine Arts in Interior Architecture

The Master of Fine Arts in Interior Architecture (M.F.A. in I.A.) is designed for interior and architectural design professionals that are seeking to acquire advanced expertise in design research, analysis, design, and construction of complex interior environments. The challenging curriculum is unique as it prepares students to enter professional Interior Design practice or Interior Architecture education at an advanced level. The program develops student proficiencies through both individual and team-based "atelier" style learning, while emphasizing the need to provide environmentally responsible interior design solutions for the 21st century.

The program model integrates theory and practice through required courses in Interior Architecture studios and in Educational Practicum's reinforcing the primary College mission of concurrent learning.

The students select the special area of concentration, Commercial and Institutional, Healthcare, Residential or Sustainability.
First Professional Degree (108 credits)
Post Professional Degree (64 credits)
*On-line Option (low-residency, 64 credits)

Learning Outcomes
- Assimilate highly technical, theoretical, and sophisticated problem solving methods in the development of the design of interior environments.
- Research, understand, and demonstrate the role and impact upon society that emerging design theories and technologies have on complex interior environments.
- Assess and synthesize project needs and strategies to operate in and communicate within a collaborative and integrated mode with other design specialist and related professions.

- Develop and advance current design principles, theories and academic research, and demonstrate a contribution to design practice, education, and society.
- Develop an understanding, application and specifying furniture, fixtures, finish materials, and environmental systems, controls and regulations to maximize occupant health, welfare, and comfort within interior environments.
- Develop a global perspective for design including an understanding and application of sustainable strategies that enhance users and planet earth.

Transfer Credits

At the time of matriculation, students in the Master of Fine Arts in Interior Architecture program may request transfer of not more than 12 graduate credits that have been completed at regionally accredited institutions. The courses must be relevant to the programs of study, must show grades of "B" of higher, and must have been completed no more than five years prior to the student's acceptance into Endicott's Interior Architecture Master's programs.

Concentration Options

The Design Studio concentration is designed to allow students to explore a specific area of design practice in-depth. Students select a studio focus to assimilate a more thorough knowledge-base, in both theory and execution, in their preferred field of inquiry. The courses focus on developing ability, knowledge, and applicability to global design issues, human behavior, occupant comfort, and contribution to the built environment. Students are prepared to assume advanced roles within professional design firms or an interior design educator.

Each concentration builds upon critical thinking, design mastery, evidence based research, visual communication, and oral communication expertise expected of practicing professionals and design educators. Within the core curriculum courses for both concentrations, students will advance their skill sets in aspects of design research, theory, technology applied to professional practice, and educational instruction.

Commercial/Institutional Interior Environments

The Commercial Interior Environments Design Studio Concentration focus is on the development of innovative, integrated, and progressive "workplaces." The studio laboratory will test and apply a multidisciplinary approach to research and precedent analysis, integrating human behavior, culture, ergonomics, and environmental psychology to complex workplace environments.

Healthcare Interior Environments

The Healthcare Interior Environments Design Studio Concentration focus is on the interdisciplinary approach to the planning of innovative and state of the art healthcare facilities and healing environments. The design studio is the laboratory for testing and integrating evidence-based design, sustainable bio-design principles, and current medical-technical practices, based on science journal publications applied to the planning of sophisticated user friendly healthcare and healing environments.

Residential Interiors Environments

The Residential Interiors Design Studio Concentration focus is on the design and development of forward thinking design solutions that address current social, physical, cultural, and psychological needs. The studio laboratory is used for testing and the application of innovative design solutions that address current and future residential users' comfort, wellbeing, and energy needs.

Sustainable Interior Environments

The Sustainable Interior Environments concentration is designed to provide practitioners and design researchers of interior architecture the latest models, information, and technology in sustainable design. The course work focuses on the application and incorporation of current sustainable design principles within all phases of proposed design solutions. Students are prepared to assume advanced roles within professional design firms or as interior design educators. The concentration stresses the need for contemporary designers to develop innovative solutions with a global perspective on environmental responsibility that minimizes resource depletion and in no way hinders or compromises the ability of future generations to meet their needs.

Program of Study

FIRST PROFESSIONAL DEGREE (108 credits)

FIRST YEAR

Fall

ART	510	Visual Art & Cultural History	3 cr.
ART	520	Drawing & Composition	2 cr.
IDI	510	Interior Environments Studio I	3 cr.
IDI	525	Media I	3 cr.
ART	530	Foundations of Design	2 cr.
IDI	535	Materials & Specifications	3 cr.
			Subtotal 16 cr.

January Intercession

IDI	530	Media II	2 cr.
IDI	537	Lighting Interior Environments	2 cr.
			Subtotal 4 cr.

Spring

ART	540	Architecture and Interior Design History		3 cr.
IDI	540	Media III		3 cr.
IDI	515	Interior Environments Studio II		3 cr.
IDI	542	Building Systems & Integrated Design		3 cr.
IDI	545	Design Portfolio		1 cr.
IDI	547	Design Research Seminar		2 cr.

Subtotal 15 cr.

Summer

IDI	560	Internship		2 cr.
IDI	550	Diverse Perspectives in the Built Environment		2 cr.
IDI	555	Professional Practice		2 cr.
IDI	570	Capstone Studio (Healthcare/Institutional)		3 cr.

Subtotal 9 cr.

SECOND AND THIRD YEAR

Students continue with the 64 credit post professional degree program for total 108 credits.

POST PROFESSIONAL DEGREE (64 credits)

FIRST YEAR (Second year of first professional degree)

Fall

ID	501	Interior Design Precedent Studio I		3 cr.
IDx	505A*	ID Studio Concentration Option		
or				
IDx	510A*	Global Studio Concentration Option (Western)		4 cr.
ID	511	Forum I		1 cr.
ID	517	Theory, Criticism, and Methodology		3 cr.
ID	530	Psychology of Place		3 cr.
		ID Technology Elective (500 level)		3 cr.

Subtotal 17 cr.

January Intersession

ID	503	Interior Design Precedent Studio II (Online)		1 cr.

Subtotal 1 cr.

Spring

ID	506	Emerging Materials and Systems		3 cr.
ID	507	Art and Science of Interior Lighting		3 cr.
ID	510B*	Global Studio Concentration Option (non-Western)		
or				
ID	505B*	ID Studio Concentration Option		4 cr.
ID	512	Forum II		1 cr.
ID	580	Interior Design Educational Practicum I		1 cr.
		Interior Design Elective		3 cr.

Subtotal 15 cr.

SECOND YEAR (Third year of first professional degree)

Summer

ID	688	Master's Dissertation I: Seminar		3 cr.

Subtotal 3 cr.

Fall

ID	611	Forum III		1 cr.
ID	630	Special Topics Studio		3 cr.
ID	680	Interior Design Educational Practicum II		1 cr.
		Interior Design History Elective (600 level)		3 cr.
ID	689	Interior Design Master's Dissertation II: Written Defense		6 cr.

Subtotal 14 cr.

Spring

ID	612	Forum IV	1 cr.
ID	681	Interior Design Educational Practicum III	1 cr.
		Interior Design Elective (600 level)	3 cr.
ID	690	Interior Design Master's Dissertation III: Visual Defense	9 cr.
			Subtotal 14 cr.

First Professional total degree requirements 108 cr. | Post Professional total degree requirements 64 cr.

ONLINE OPTION OF POST PROFESSIONAL DEGREE (64 credits)

FIRST YEAR

Fall

ID	501	Precedent Studio I	3 cr.
ID	511	Forum I	1 cr.
ID	517	Theory, Criticism & Methodology	3 cr.
			Subtotal 7 cr.

Spring

ID	503	Precedent Studio II	1 cr.
ID	530	Psychology of Place	3 cr.
ID	506	Emerging Materials & Systems	3 cr.
ID	512	Forum II	1 cr.
			Subtotal 8 cr.

Summer

ID	505A	ID Concentration Option Studio I	4 cr.
ID	520	ID Technology Elective	3 cr.
		One Week Residency	
			Subtotal 7 cr.

SECOND YEAR

Fall

ID	507	Art & Science of Interior Lighting	3 cr.
ID	503	Design History Elective	3 cr.
ID	611	Forum III	1 cr.
			Subtotal 7 cr.

Spring

ID	580	Education Practicum I	1 cr.
ID	505B	ID Concentration Option Studio II	4 cr.
ID	680	Education Practicum II	1 cr.
ID	612	Forum IV	1 cr.
			Subtotal 7 cr.

Summer

ID	630	Special Topics Studio	3 cr.
ID	688	Dissertation I-Seminar	3 cr.
		One Week Residency	
			Subtotal 6 cr.

THIRD YEAR

Fall

ID	6xx	ID Elective	3 cr.
ID	681	Education Practicum III	1 cr.
ID	689	Dissertation II: Written Defense	6 cr.
			Subtotal 10 cr.

Spring

ID	6xx	ID Elective	3 cr.
ID	690	Dissertation III: Visual Defense	9 cr.

Subtotal 12 cr.

Total Credit Requirement: **64 cr.**

*Students select a Studio Option (505A and 505B) or Global Studio Option (510A and 510B) and an area of concentration from the following concentration options: IDC Commercial and Institutional, IDH Healthcare, IDR Residential, or IDS Sustainability.

Note: Dissertation topic is sourced from the area of concentration.

Students may substitute Design Firm Management with an Education Practicum.

Concentration Courses

Students select their area of concentration courses from the following Concentration Options (including the18-credit Dissertation sequence in the concentration):

Commercial/Institutional

IDC 505A/510A	Commercial/Institutional Interior Environments I	4 cr.
IDC 505B/510B	Commercial/Institutional Interior Environments II	4 cr.
	*Commercial Interior Architecture Electives	3 cr.

Healthcare Interiors

IDH 505A/510A	Healthcare Interior Environments I	4 cr.
IDH 505B/510B	Healthcare Interior Environments II	4 cr.
	*Healthcare Interior Architecture Electives	3 cr.

Residential Interiors

IDR 505A/510A	Residential Interior Environments I	4 cr.
IDR 505B/510B	Residential Interior Environments II	4 cr.
	*Residential Interior Architecture Electives	3 cr.

Sustainable Interior Environments

IDS 505A/510A	Sustainable Interior Environments I	4 cr.
IDS 505B/510B	Sustainable Interior Environments II	4 cr.
	*Sustainable Interior Architecture Electives	3 cr.

Electives
Interior Architecture Electives

Students select two courses from 500 or 600 level coursework offerings

ID	520	Advanced Electronic Media	3 cr.
*ID	545	Universal Design for the Built Environment	3 cr.
ID	535	Literature and Theory in Sustainable Design	3 cr.
*ID	620	Global Sustainable Interior Design Studio	3 cr.

Course satisfies Concentration Option Elective

Interior Architecture History Electives

ID	519	Modern Furniture Classics	3 cr.
ID	518	Scandinavian Architecture and Interior Design	3 cr.
ID	610	Domesticity and Identity in the Built Environment	3 cr.
ID	617	Contemporary Architectural Icons	3 cr.

Technology Electives

ID	506	Emerging Materials and Systems	3 cr.
ID	507	Art and Science of Lighting	3 cr.
ID	520	Advanced Electronic Media	3 cr.
ID	545	Universal Design for the Built Environment	3 cr.
ID	620	Global Sustainable Interior Design Studio	3 cr.

Master of Arts in Interior Architecture

The Master of Arts in Interior Architecture (M.A. in I.A.) is a 37-credit program designed for interior and architectural design professionals currently working within the profession, that seek to acquire advanced expertise in design research, analysis, design, and construction of complex interior environments. The students select the special area of concentration, Commercial and Institutional, Healthcare, Residential or Sustainability.

The challenging curriculum is unique as it allows students with two options, to remain active within interior Architecture practice and undertake the degree part-time or undertake the curriculum at full-time status. The program develops student proficiencies through both individual and team based learning, within an "atelier" design studio setting.

The Master of Arts in Interior Architecture program model integrates theory and practice through required coursework in interior architecture firm management and graduate student forums reinforcing the primary College mission of concurrent learning.

First Professional Degree (81 credits) | Post Professional Degree (37 credits)

Learning Outcomes

Upon completion of the program students will:
- Assimilate highly technical, theoretical, and sophisticated problem solving methods in the development of the design of interior environments.
- Research, understand, and demonstrate the role and impact upon society that emerging design theories and technologies have on complex interior environments.
- Assess and synthesize project needs and strategies to operate in and communicate within a collaborative and integrated mode with other design specialist and related professions.
- Develop and advance current design principles, theories and academic research, and demonstrate a contribution to design practice, education, and society.
- Develop an understanding, application and specifying furniture, fixtures, finish materials, and environmental systems, controls and regulations to maximize occupant health, welfare, and comfort within interior environments.
- Develop a global perspective for design including an understanding and application of sustainable strategies that enhance users and planet earth.

Transfer Credits

At the time of matriculation, students in the Master of Arts in Interior Architecture program may request transfer of not more than six graduate credits. The courses must be relevant to the programs of study, must show grades of "B" of higher, and must have been completed no more than five years prior to the student's acceptance into Endicott's Interior Architecture Master's programs.

Concentration Options

The Design Studio options are designed to allow students to explore a specific area of design practice in-depth. Students select a studio focus to assimilate a more thorough knowledge base, in both theory and execution, in their preferred field of inquiry. The courses focus on developing ability, knowledge, and applicability to global design issues, human behavior, occupant comfort, and contribution to the built environment. Students are prepared to assume advanced roles within professional design firms or within interior design education.

Each concentration builds upon critical thinking, design mastery, evidence based research, visual communication, and oral communication expertise expected of practicing professionals. Within the core curriculum courses for both concentrations students will advance their skill sets in aspects of design research, theory, technology applied to professional practice.

Commercial/Institutional Interior Environments

The Commercial Interior Environments Design Studio concentration focuses on the development of innovative, integrated, and progressive "workplaces." The studio laboratory will test and apply a multidisciplinary approach to research and precedent analysis, integrating human behavior, culture, ergonomics, and environmental psychology to complex workplace environments.

Healthcare Interior Environments

The Healthcare Interior Environments Design Studio concentration focuses on the interdisciplinary approach to the planning of innovative and state of the art healthcare facilities and healing environments. The design studio is the laboratory for testing and integrating evidence-based design, sustainable bio-design principles, and current medical technical practices, based on science journal publications applied to the planning of sophisticated user friendly healthcare and healing environments.

Residential Interior Environments

The Residential Interiors Design Studio concentration focuses on the design and development of forward thinking design solutions that address current social, physical, cultural, and psychological needs. The studio laboratory is for testing and the application of innovative design solutions that address current and future residential users' comfort, wellbeing, and energy needs.

Sustainable Interior Environments

The Sustainable Interior Environments concentration is designed to provide practitioners and design researchers of interior architecture the latest models, information, and technology in sustainable design. The course work focuses on the application and incorporation of current sustainable design principles within all phases of proposed design solutions. The concentration stresses the need for contemporary designers to develop innovative solutions with a global perspective on environmental responsibility that minimizes resource depletion and in no way hinders or compromises the ability of future generations to meet their needs.

FIRST PROFESSIONAL DEGREE (81 credits)

Program of Study

FIRST YEAR

Fall

ART	510	Visual Art & Cultural History		3 cr.
ART	520	Drawing & Composition		2 cr.
IDI	510	Interior Environments Studio I		3 cr.
IDI	525	Media I		3 cr.
ART	530	Foundations of Design		2 cr.
IDI	535	Materials & Specifications		3 cr.
			Subtotal 16 cr.	

January Intercession

IDI	530	Media II		2 cr.
IDI	537	Lighting Interior Environments		2 cr.
			Subtotal 4 cr.	

Spring

ART	540	Architecture and Interior Design History		3 cr.
IDI	540	Media III		3 cr.
IDI	515	Interior Environments Studio II		3 cr.
IDI	542	Building Systems & Integrated Design		3 cr.
IDI	545	Design Portfolio		1 cr.
IDI	547	Design Research Seminar		2 cr.
			Subtotal 15 cr.	

Summer

IDI	560	Internship		2 cr.
IDI	550	Diverse Perspectives in the Built Environment		2 cr.
IDI	555	Professional Practice		2 cr.
IDI	570	Capstone Studio (Healthcare/Institutional)		3 cr.
			Subtotal 9 cr.	

SECOND YEAR

Student continue with the 37 credit post professional degree program for total 81 credits.

POST PROFESSIONAL DEGREE (37 credits)

Program of Study

FIRST YEAR (Second year of first professional degree)

Fall

ID	501	ID Precedent Studio I	3 cr.
IDx	505A*	ID Studio Concentration Option	
or			
ID x	510A*	Global Studio Concentration Option (Western)	4 cr.
ID	511	Forum I	1 cr.
ID	517	Theory, Criticism, and Methodology	3 cr.
ID	530	Psychology of Place	3 cr.
		ID Technology Elective (500 level)	3 cr.
			Subtotal 17 cr.

January Intersession

ID	503	ID Precedent Studio II (Online)	1 cr.
ID	588	Master's Thesis I: Seminar (Online)	1 cr.
			Subtotal 2 cr.

Spring

IDx	510B*	Global Studio Concentration Option (non-Western)	
or			
IDx	505B*	ID Studio Concentration Option	4 cr.
ID	512	Forum II	1 cr.
ID	575	Interior Design Firm Management	1 cr.
ID	589	Master's Thesis II: Written Defense	3 cr.
		Interior Design History Elective (500 level)	3 cr.
		Interior Design Elective (500 level)	3 cr.
			Subtotal 15 cr.

Summer

ID	590	Master's Thesis III: Scholarly Defense	3 cr.

First Professional total degree requirements 81 cr. | Post Professional total degree requirements 37 cr.

* Students select a Studio Option (505A and 510A) or Global Studio Option (505B and 510B) and an area of concentration from the following concentration options: IDC Commercial and Institutional, IDH Healthcare, IDR Residential, or IDS Sustainability.

Note: Thesis Topic is sourced from the area of concentration.

Students may substitute Design Firm Management with an Education Practicum.

Concentration Courses
Students select an area of concentration from the following concentration options (19 credits, including the seven-credit thesis sequence in the concentration):

Commercial/Institutional Interior Environments

IDC 505A/510A	Commercial/Institutional Interior Environments I	4 cr.
IDC 505B/510B	Commercial/Institutional Interior Environments II	4 cr.
	*Commercial Interior Architecture Elective	3 cr.

Healthcare Interior Environments

IDH 505A/510A	Healthcare Interior Environments I	3 cr.
IDH 505B/510B	Healthcare Interior Environments II	3 cr.
	* Healthcare Interior Architecture Elective	3 cr.

Residential Interior Environments

IDR 505A/510A	Residential Interior Environments I	3 cr.
IDR 505B/510B	Residential Interior Environments II	3 cr.
	*Residential Interior Architecture Elective	3 cr.

Sustainable Interior Environments

IDS 505A/510A	Sustainable Interior Environments I	3 cr.
IDS 505B/510B	Sustainable Interior Environments II	3 cr.
	*Sustainable Interior Architecture Elective	3 cr.

Interior Architecture History Electives

ID	519	Modern Furniture Classics	3 cr.
ID	518	Scandinavian Architecture and Interior Design	3 cr.
ID	610	Domesticity and Identity in the Built Environment	3 cr.
ID	617	Contemporary Architectural Icons	3 cr.

Interior Architecture Electives
Students select two courses from 500 or 600 level coursework offerings (6 cr.).

*ID	506	Emerging Materials and Systems	3 cr.
*ID	507	Art and Science of Interior Lighting	3 cr.
ID	520	Advanced Electronic Media	3 cr.
ID	535	Literature and Theory in Sustainable Design	3 cr.
*ID	545	Universal Design for the Built Environment	3 cr.
*ID	620	Global Sustainable Interior Design Studio	3 cr.
ID	617	Contemporary Architectural Icons	3 cr.

Course satisfies Concentration Option Elective

Technology Electives

ID	506	Emerging Materials and Systems	3 cr.
ID	507	Art and Science of Lighting	3 cr.
ID	520	Advanced Electronic Media	3 cr.
ID	545	Universal Design for the Built Environment	3 cr.
ID	620	Global Sustainable Interior Design Studio	3 cr.

Master of Science in Homeland Security Studies

The Master of Science in Homeland Security is a 36-credit program designed for current and future homeland security professionals who seek mid- to upper-level leadership positions in this emerging discipline. The program teaches students to address complex, multi-disciplinary, strategic-level homeland security issues that confront modern societies.

Courses are offered in a hybrid model ,a mix of in-class and online learning. Each class meets for eight, three-hour sessions for a total of 24 contact hours. Students attend classes on two Saturdays and four Wednesday evenings per course. Classes are arranged in the following format:

Component 1	Saturday	9 a.m. – 12 p.m.
Component 2	Saturday	1 p.m. – 4 p.m.
Component 3	Six Weeknights	6 p.m. – 9 p.m.
Component 7	Saturday	9 a.m. – 12 p.m.
Component 8	Saturday	1 p.m. – 4 p.m.

Learning Outcomes

Upon completion of the Homeland Security Program, students will be able to:

1. Demonstrate the ability to think and act critically, pragmatically, and strategically about homeland security.
2. Understand, articulate, and influence the multidisciplinary and multi-variant architecture of homeland security.
3. Design, implement, and evaluate homeland security-related strategies, policies and plans at any level of government or business.
4. Construct the inter- and multi-disciplinary relationships needed to better prevent and mitigate the impact of terrorism or disaster upon a community, region, state, or nation.
5. Assist elected officials at any level of government to construct more effective prevention and response plans to terrorism, catastrophic accident, and natural disaster.
6. Advance homeland security knowledge, methodology, and thinking in such a way that America's infrastructure and citizenry will be more secure against 21st century threats.
7. Identify and assess potential terror, accident, and disaster threats to the American homeland.

Program of Study

HLS	505	Introduction to Homeland Security	3 cr.
HLS	510	Asymmetric Threats to the American Homeland	3 cr.
HLS	525	Intelligence Issues in Homeland Security	3 cr.
HLS	530	Graduate Research in Homeland Security	3 cr.
HLS	532	Critical Infrastructure Protection	3 cr.
HLS	540	Modern Security Technologies	3 cr.
HLS	542	Emergency Management in Homeland Security	3 cr.
HLS	550	Project Management for Homeland Security Leaders	3 cr.
HLS	562	Comparative Homeland Security	3 cr.
HLS	568	Psychology of Terrorism	3 cr.
HLS	577	Strategic Issues in Homeland Security	3 cr.
HLS	590	Capstone: Application of Knowledge	3 cr.

Total degree requirements   **36 cr.**

Master of Science in Information Technology

The Master of Science in Information Technology program is a 36-credit sequence of courses designed for information technology professionals who need to learn the current and emerging trends in technology. The program offers courses in technical topics and management of information technology systems. Emphasis is placed on current and emerging trends in the information technology field of study and profession.

Learning Outcomes

Upon completion of the program, students will:
- Demonstrate a broad understanding of information technology and its application to the professional world.
- Effectively communicate with business managers, technology managers, software developers, and consultants.

Program of Study

ITS	525	Systems Architecture & Analysis	3 cr.
ITS	532	Advanced Cloud Computing	3 cr.
ITS	534	Managing Virtual Systems	3 cr.
ITS	536	Object Oriented Programming	3 cr.
ITS	538	Web 3.0/Communications & Commerce	3 cr.
ITS	544	Database Management	3 cr.
ITS	548	Fundamentals of Telecommunications	3 cr.
ITS	550	Software Engineering	3 cr.
ITS	562	Advanced Web Programming	3 cr.
ITS	564	Security Management	3 cr.
ITS	570	Business Intelligence & Data Mining	3 cr.
ITS	575	Project & Professional Management	3 cr.

Total degree requirements   **36 cr.**

Master of Science in Information Technology with a concentration in Health and Medical Informatics

Master of Science in Information Technology (MSIT) with a concentration in Health and Medical Informatics is a 36-credit program designed for business and information technology professionals who need to learn: current and emerging trends; how to address privacy, ethics and security; and planned government and industry policies and programs in healthcare and medical technology. The program offers a set of courses in technical topics and the management of information technology systems. Electives focus on technology, management, processes and policies for the Health Informatics field of study and profession.

Learning Outcomes

Upon completion of the program the student will be able to:
- Facilitate the development and advancement of emerging information technologies to improve health care delivery and cost efficiencies.
- Gain an in-depth understanding of new and existing health information management systems within the context of the U.S. health care system.
- Become proficient in the "language" of health care, navigate the rules around using medical data, and obtain relevant information to assess changes to the health care system.
- Participate in the development, implementation, evaluation and management of information technology solutions to improve patient care and the health care delivery process.
- Utilize health information technology for decision support, knowledge management, strategic planning, and outcome assessment to optimize cost efficiencies in the health care system.
- Understand the business implications on security, privacy and policies.

Program of Study

ITS	564	Security Management	3 cr.
ITS	525	Systems Architecture and Analysis	3 cr.
ITS	544	Database Management	3 cr.
ITS	548	Fundamentals of Telecommunications	3 cr.
ITS	550	Software Engineering	3 cr.
ITS	570	Business Intelligence and Data Mining	3 cr.
ITS	575	Project and Professional Management	3 cr.
MHI	550	Health & Medical Information Systems Overview	3 cr.
MHI	560	Health & Medical Information Systems Planning and Financial Management	3 cr.
MHI	570	Emerging Health & Medical Information Technologies & Standards	3 cr.
MHI	580	Policies and Trends in Healthcare Informatics	3 cr.
MHI	590	Security, Ethics, Privacy & Compliance for Health & Medical Information	3 cr.

Total degree requirements: **36 cr.**

Master of Science in Nursing Programs

Master of Science in Nursing

The Master of Science in Nursing is a 33-credit program designed to provide registered nurses with advanced knowledge about nursing theory, research, professional development, scholarship, legal, ethical and professional standards of practice in the student's area of concentration. The curriculum will highlight current trends in evidenced based practice. The student will develop collaborative relationships with nurses and other discipline professionals and will acquire a foundation for doctoral study. The courses emphasize individual and group learning The curriculum will highlight the current trends in evidence-based practice.

The program consists of 33 credits. Students take six core courses and select an area of concentration. Students must complete the program prerequisite requirements, if applicable, before enrolling in a graduate-level course. A graduate who enters the proposed program with the prerequisites completed is expected to be able to complete the core and concentration courses in 18-24 months, if taking two to three six-week courses per semester as well as one course during the January and first summer session.

Courses are offered as hybrid courses, a mix of in-class and online learning. The classroom instruction component will be offered in the evenings and on weekends at the Beverly campus.

The sequence of nursing courses is based on an arrangement to build from existing knowledge to move students through the core courses to their specialties. Within this framework students will be assessed on their individual knowledge through tests, papers and projects, as well as through collaborative small and large group class efforts. Students are required to maintain a cumulative grade average of 3.0 during their program of study. Students will be required to pass an internship in their selected field of choice and submit at the completion of this program an electronic portfolio to assess their comprehensive understanding of program course and practicum work. Program evaluations will be conducted by students at the completion of their coursework.

Learning Outcomes

Upon completion of the program, students will:
- Demonstrate a repertoire of skills and strategies for a nurse's role as an effective leader within an organization.
- Synthesize nursing knowledge and experience within a conceptual framework for advanced nursing practice.
- Function as a nurse leader in the conduct and application of research.
- Collaborate and communicate to establish and maintain a professional work environment.
- Engage in continuous life-long learning and scholarship.
- Integrate ethical, legal and professional standards of practice from the perspective of a nursing role specialty.
- Foster sensitivity to the individual's connectedness to the human and global community that will enhance the provision of care among diverse ethnic and cultural populations.

Transfer Credit
At the time of matriculation, students may request transfer of not more than six graduate credits that have been completed at regionally accredited institutions. The courses must be relevant to the program of study, must show grades of "B" or higher, and must have not been used to fulfill degree requirements at other institutions.

Nursing Administration Concentration

The Nursing Administration concentration is designed to prepare nurses to assume managerial roles in diverse settings; hospitals, long term care facilities, community service agencies, ambulatory care facilities, governmental agencies and corporations. The curriculum content and processes are consistent with the American Nurses Association (ANA) (2009) Scope and Standards for Nurse Administrators. The six core courses have content based on the essentials of Master's Education (AACN, 2011). The courses focus on developing core knowledge related to the domains of practice such as: delivery of care; legal, regulatory and ethical issues; healthcare economics; health care environment; and professional practice. Graduates will use organizational, analytic, strategic planning, financial, human resources, and evaluation skills in the role of a nurse leader in diverse nursing and healthcare settings. The nurse leadership/ management concentration focuses on organizational and leadership theories, regulatory standards, risk management, quality assurance, strategic planning and concepts of human resource management. The component of a leadership and management internship course provides the experiential opportunity to integrate knowledge and experience with a single portfolio requirement. The internship placements are arranged individually through the School of Nursing. The students complete a research thesis and a capstone project which is an electronic portfolio requirement where students reflect on the essence, evidence and excellence of the ANA competencies drawing from the student's completion of selected course materials accumulated in mastering the knowledge, skills, and abilities demonstrating the integration and synthesis of competencies in the domains required for the degree.

Nursing Education Concentration

The Nursing Education concentration is designed to prepare nurses to assume the advanced nursing role of educator in academic settings and in health care organizations, in staff development, continuous education, or community based education. The curriculum content and processes are

consistent with the Accreditation Commission for Education Nursing, Inc. (ACEN) Core Competencies for Nurse Educators. The six core courses have content based on the Essentials of Master's Education . The courses focus on evidence-based principles of the education process and accreditation issues, assessment of various learning styles, needs and characteristics of diverse learners, competency-based instruction, and inclusive of new trends innovative, creative instructional technology strategies and techniques. Emphasis is on designing dynamic curricula and programs that are relevant in a changing and challenging health care environment. The ethical, legal and leadership dimensions of the nurse educator are integrated in the curriculum. The component of an education internship course provides the teaching opportunity to integrate knowledge and experience with a single portfolio requirement. The internship placements are arranged individually through the School of Nursing. The students complete a research thesis and a capstone project which is an electronic portfolio requirement where students reflect on the essence, evidence, and excellence of the ACEN competencies drawing from the student's completion of selected course materials accumulated in mastering the knowledge, skills, and abilities demonstrating the integration and synthesis of competencies in the domains required for the degree.

Global Health Nursing Concentration

Global Health Nursing is an area of advanced practice that appeals to nurses as they experience the changing diversity of the patient population. Global Health Nursing bridges the disciplines of nursing, public health, international health and global health. This concentration will cover content from these areas with a particular emphasis on the role of the professional global health nurse as an advocate, leader, mentor, role model, collaborator, scholar, expert clinician, educator, interdisciplinary consultant, researcher, and entrepreneur. Social, political, and economic issues and the impact on health care delivery are explored. Students will use models for global health nursing to assess a selected community and develop strategies to overcome identified health problems. Students will have the opportunity to apply advanced knowledge about the multifaceted role of the global nurse across settings, countries, and continents. Students will participate in an internship experience that provides an opportunity to integrate theory and experience in the expanding health care environment globally and/or locally. Internship placements are arranged individually through the School of Nursing. The student completes a research thesis and a capstone project which is an electronic portfolio requirement where students reflect on the essence, evidence and excellence in achieving program objectives. Students provide evidence from selected student papers, presentations and discussions that demonstrate mastery of knowledge, skills, and abilities for the degree.

Family Nurse Practitioner

The Master of Science Program with a concentration in Family Nurse Practitioner is designed to provide students the knowledge and skills to

deliver comprehensive primary care to clients from infancy to adulthood. The curriculum emphasis is on interdisciplinary collaboration and strategies for meeting patients' primary care needs through a family-centered approach to health promotion and illness intervention. Upon completion of the Family Nurse Practitioner track, students are eligible for Family Nurse Practitioner Certification through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

Students take 18 credits in core nursing courses and 15 credits in the specialty concentration. Students complete specialty coursework in advanced health assessment, advanced pharmacology and advanced pathophysiology, health promotion, disease prevention, differential diagnosis and disease management. Students are required to complete a minimum of 500 faculty supervised clinical hours.

Traditional Master's Pathway

The Traditional Master's Pathway is designed for registered nurses with a baccalaureate degree in nursing. The common course of study for each specialty includes graduate core courses in theories, research process and design, and contemporary issues and trends that influence nursing practice. The courses follow a detailed sequence needed to develop expertise in each concentration.

Program of Study

MAJOR REQUIRED (CORE) COURSES (six courses)

NUR	502	Contemporary Issues and Trends in Health Care	3 cr.
NUR	508	Role Development Within Professional Organizations	3 cr.
NUR	525	Theoretical Foundations for Advanced Nursing Practice	3 cr.
NUR	504	Managing Operations, Finance, and Risk	3 cr.
NUR	574	Nursing Research I: Methods	3 cr.
NUR	575	Nursing Research II: Project	3 cr.

Subtotal of credit hours   **18 cr.**

Students must complete one of the four concentrations:

Nursing Education Concentration (four courses)

NUR	561	Nurse as the Educator	3 cr.
NUR	505	Curriculum Design, Course Development, and Program Evaluation	3 cr.
NUR	565	Teaching Methods: Principles of Teaching	3 cr.
NUR	509	Internship in Educator Role	6 cr.

Subtotal of concentration credit hours   **15 cr.**

Nursing Administration Concentration (four courses)

NUR	526	Nurse as the Administrator	3 cr.
NUR	510	Organization and Structure of Nursing Leadership	3 cr.
NUR	532	Administration: Practice and Quality Outcomes	3 cr.
NUR	582	Internship in Administrator Role	6 cr.

Subtotal of concentration credit hours **15 cr.**

Global Health Concentration (four courses)

NUR	541	Nurse in Global Health	3 cr.
NUR	542	Principles of Global Health	3 cr.
NUR	543	Global Health Nursing: Assessment & Evaluation	3 cr.
NUR	544	Internship in Global Nursing Role	6 cr.

Subtotal of concentration credit hours **15 cr.**

Family Nurse Practitioner (five courses)

NUR	550	Pathophysiology of Human Disease for Advanced Nursing	3 cr.
NUR	551	Comprehensive Assessment and Clinical Diagnostic Decision Making	3 cr.
NUR	562	Advanced Pharmacotherapeutics for Family Nurse Practitioner	3 cr.
NUR	563	Family Nurse Practitioner I: Seminar and Practicum for Care of Women, Children, & Adolescent	3 cr.
NUR	564	Family Nurse Practitioner II: Seminar and Practicum of Adult and Geriatrics	3 cr.

Subtotal of concentration credit hours **15 cr.**

Total degree requirements **33 cr.**

Pre-Master's Pathway

The Pre-Master's Pathway is designed for applicants who are registered nurses with an Associate degree or diploma in nursing who have

a Bachelor degree or higher degree in a field other than nursing. This option offers alternative methods of qualifying for admission to the Graduate School based on transfer of academic courses and course enrollment. In order to be admitted to the Pre-Master's Pathway, students are required to have completed undergraduate professional nursing courses in nursing leadership, nursing research and concepts/practice in community health. Students may have to submit the course syllabi from other nursing schools for evaluation or enroll in courses at Endicott College to meet these requirements.

Although the Pre-Master's Pathway does not grant a Bachelor degree in nursing, it can enable the student to meet the criteria for admission into the graduate program in nursing. The Pre-Master's Pathway grants exemptions for the specific graduate program admission requirement of a nursing baccalaureate degree.

Once students have been accepted into the program and completed the necessary prerequisites, they will follow the Traditional Master's course work.

If applicable to applicant, the four additional pre-requisite courses are:

MTH	126	Applied Statistics	3 cr.
NU	306	Nursing Research *	3 cr.
NU	408	Leadership and Management	3 cr.
NU	411	Community Health Nursing	4 cr.

Total **13 cr.**

Designated Writing Course

Post-Master Certificate Programs in Nursing

The post masters certificates in Nursing Educator and Nursing Administrator are designed to provide masters prepared registered nurses with advanced knowledge related to the scope of practice for academic and staff development nurse educators and nurse administrators. The courses within the certificate program emphasize the professional role of the nurse educator/ administrator, leadership roles, interpersonal and communication skills, diversity, critical thinking, the application of ethical, legal and professional standards of practice, and the evaluation of forces within the health care delivery and/or academic institutions impacting the professional role of the nurse educator or nurse administrator. The post masters certificate consists of four courses for a total of 15 credits. The courses are offered as hybrid courses, a mix of online and in-class learning. The classroom instruction will be offered in the evening and on weekends on the Beverly campus.

Courses in the Nurse Educator certificate focus on the role of the nurse educator and responsibilities related to teaching, scholarship, service, clinical excellence, trends in education and ethical/legal issues impacting nurse educators. Students explore a variety of learning styles, needs and characteristics of diverse learners, competency-based instruction, including new trends in creative instructional technology strategies and

techniques. Evaluative processes in nursing education in the classroom, simulation, clinical and distance learning are examined. The process of designing dynamic curricula and programs that are relevant in a changing and challenging health care environment, as well as the accreditation process of nursing programs are explored. The Nurse Administrator certificate is designed to prepare nurses to assume managerial roles in diverse settings; hospitals, long term care facilities, community service agencies, ambulatory care facilities, governmental agencies and corporations. Courses focus on developing core knowledge related to delivery of care; legal, regulatory and ethical issues; healthcare economics; health care environment; and professional practice. Students use organizational, analytic, strategic planning, financial, human resources, and evaluation skills in the role of a nurse leader. Nurse administrator courses focus on organizational and leadership theories, regulatory standards, risk management, quality assurance, strategic planning and concepts of human resource management.

Students in the nurse educator and nurse administrator certificate programs complete an internship experience which provides an opportunity to apply theoretical knowledge and skills into the real world setting. Internship placements are arranged individually through the School of Nursing.

Nurse Administrator Certificate

Four-Course Sequence of Classes

NUR	510	Organization and Structure of Nurse Leadership	3 cr.
NUR	526	Nurse as the Administrator	3 cr.
NUR	532	Administration: Practice and Quality Outcomes	3 cr.
NUR	582	Internship in Administrator Role	6 cr.

Total   **15 cr.**

Nurse Educator Certificate

Four-Course Sequence of Classes

NUR	505	Curriculum Design, Course Development and Program Evaluation	3 cr.
NUR	509	Internship in Educator Role	6 cr.
NUR	561	Nurse as the Educator	3 cr.
NUR	565	Teaching Methods: Principles of Teaching	3 cr.

Total   **15 cr.**

The Center for Leadership

The Center for Leadership at Endicott College

The Center for Leadership (CFL) is the corporate education institute of the School of Graduate and Professional Studies. Its programs include seminars, special lectures and events, workshops, consulting assignments, and non-credit certificate programs. The CFL brings practitioners and faculty members to work with manufacturing and service companies, community based organizations, and government bodies to improve organizational, operational, and individual effectiveness. Programs are delivered at client sites, online, and at Endicott College in Beverly, Boston, and Gloucester, Massachusetts.

Custom-Developed Programs

The philosophy of the Center for Leadership is to develop custom programs that meet the needs of our client organizations. The programs offered by the CFL are not "one size fits all." Rather, representatives from the Center for Leadership spend a significant amount of time collecting information on the particulars of the situation prior to creating an instructional plan. Then, equipped with an understanding of the relevant issues, the CFL custom develops a program that is most responsive to the organization's needs. This process maximizes the likelihood of a productive experience.

Interactive Instruction

The programs delivered by the Center for Leadership are not highly theoretical or totally academic in nature. Instead, these tailored programs employ an interactive model of instruction, integrating theory and practice. Through role-plays,illustrative examples, simulations and vigorous group discussions, the opportunity for lasting change is greatest. Our instructors are experienced in encouraging and facilitating structured group participation.

Expert Faculty

Center for Leadership instructors and seminar leaders are experienced practitioners and subject matter experts who work as coaches and facilitators to help individuals and organizations work towards significant improvement. Faculty members of Endicott College also actively participate in program development and delivery.

Programs at the Center for Leadership

The following programs can be custom tailored to fit the needs of any organization. In addition, Center for Leadership consultants are available for individual consulting engagements.

Management Development

- Executive Leadership Development
- Management Skills for Supervisors
- Leadership and Creativity
- Coaching and Mentoring
- Strategic Planning

Organizational Success

- Conflict Resolution in the Workplace
- Improving Communication and Interpersonal Skills
- Managing Multiple Priorities
- Preventing Workplace Bullying and Harassment
- Teams and Team Building

Operational Effectiveness

- Customer Relationship Management
- Effective Business Negotiations
- Finance and Accounting for Non-Financial Managers
- Project Management
- Supply Chain Management

Course Descriptions
– Undergraduate –

Applied Behavior Analysis

ABA 280
Introduction to the Basic Principles of
Applied Behavior Analysis **3 cr.**
Introduction to the Basic Principles of Applied Behavior Analysis is designed as an introduction to the discipline of Applied Behavior Analysis (ABA) and its application to the treatment of children diagnosed with Autism Spectrum Disorder. ABA is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in human behavior. ABA includes the use of direct observation, measurement, and functional analysis of the relations between environment and behavior. ABA uses antecedent stimuli and consequences, based on the findings of descriptive and functional analysis, to produce practical change. ABA is based on the belief that an individual's behavior is determined by past and current environmental events in conjunction with organic variables such as genetics. Thus, it focuses on explaining behavior in terms of external events that can be manipulated rather than internal constructs that are beyond our control. *Prerequisites: Junior standing or permission of instructor.*

ABA 310
Assessment in Behavior Analysis **3 cr.**
The purpose of this course is to introduce students to issues related to: the use of objective measurement procedures, data analysis, single-subject experimental design, and functional assessment/analysis. The primary focus of this course will be that of Functional Assessment and Analysis, of which we will cover the three general approaches currently in use: Indirect or anecdotal methods (checklists, rating scales, and questionnaires); Descriptive analysis (scatter plot, ABC analysis, interval and time sampling methods); Functional analysis (experimental methods, brief functional analyses). *Prerequisites: ABA280 Introduction to the Basic Principles of Applied Behavior Analysis or permission of instructor.*

ABA332
Advanced Topics in Behavior Analysis **3 cr.**
Within this course, students will review a number of advanced issues in Behavior Analysis related to Ethical Principals and Professional Conduct, and how Standards for Evidence Based Practices impact our discipline. Students will also review issues related to staff management and supervision, along with Intervention and Behavior Change Considerations. Finally, students will review Schedules of Reinforcement and Behavior Reduction Techniques. *Prerequisites: ABA280 Introduction to the Basic Principles of Applied Behavior Analysis or permission of instructor.*

ABA345
Introduction to
Autism Spectrum Disorders **3 cr.**
It has been more than fifty years since the social and communication differences characteristic of autism were first described by Leo Kanner. During this time, research has produced a wealth of knowledge about the complex developmental processes involved in autism. The triad of impairments in social relationships, communication, and behavior and their relationship with the idiosyncratic profile of cognitive strengths and weaknesses will be discussed in this course. This course will provide a framework for understanding these developmental differences in children with Autistic Spectrum Disorders (ASD), and will highlight the heterogeneity of the spectrum. The definitions and critical features of autism spectrum disorders will be delineated. The learning, behavioral, and social characteristics of autism will be highlighted. Controversies in the definition, etiology, and treatment of autism spectrum disorders will be reviewed. *Prerequisites:*

ABA 400 Practicum in Autism and
Applied Behavior Analysis I **12 cr.**
Students will gain practical experience in the design and implementation of skill acquisition and behavior reduction programs with children diagnosed on the Autism Spectrum. All students will work at the Futures Behavior Therapy School in Beverly, MA, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by employees of the Futures Behavior Therapy School (Futures) who serve as Adjunct faculty within the Institute for Behavioral Services (IBS) of Endicott College. Approximately 300-400 practicum hours (of the 500 total hours required for certification in BCBA) will be completed during this practicum experience. *Prerequisites: Senior standing and completion of ABA280 Introduction to the Basic Principles of Applied Behavior Analysis, ABA310 Assessment in Behavior Analysis, ABA332 Advanced Topics in Behavior Analysis, ABA345 Introduction to Autism Spectrum Disorders.*

ABA450
Practicum in Autism and
Applied Behavior Analysis II **3 cr.**
Students will gain practical experience in the design and implementation of skill acquisition and behavior reduction programs with children diagnosed on the Autism Spectrum. All students will work at the Futures Behavior Therapy School in Beverly, MA, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by employees of the Futures Behavior Therapy School (Futures) who serve as Adjunct faculty within the Institute for Behavioral Services (IBS) of Endicott College. Approximately 100-200 practicum hours (of the 500 total hours required for certification in BCBA) will be completed during this practicum experience. *Prerequisites: ABA400 Practicum in Autism and Applied Behavior Analysis I*

Accounting

ACC 175
Financial Accounting **3 cr.**
Introduces students to basic accounting concepts and principles used in today's business world. Emphasis is placed on the preparation of financial statements and maintenance of accounting records throughout the accounting cycle. Other topics within the framework of this course include the valuation of inventory, basic principles of internal control, accounting for the acquisition, depreciation and disposal of fixed assets, and current liabilities.

ACC 185
Managerial Accounting **3 cr.**
Continues to develop the foundation for a thorough understanding of basic accounting principles. Emphasis is placed on the accounting issues that are relevant to the corporate form of business organization including, but not limited to, long-term liabilities, investments, dividends, and retained earnings. Other topics within the framework of this course include cash flow statements and an introduction to cost accounting concepts and systems including budgetary planning. *Prerequisites & Notes ACC 175.*

American Studies

AMS 101
American Popular Culture **3 cr.**
Explores the many forms that American culture has taken throughout the country's history, including bestsellers and beliefs, myths and movies, legends and laws. Students will learn to recognize and interpret cultural symbols and to better understand the complex world in which they live. *Satisfies World Cultures General Education requirement.*

Assessment of Prior Learning

APL 100
Assessment of Prior Learning **3 cr.**
Through structured activities and a careful examination of learning acquired from personal and professional experiences, students are guided in the development of a portfolio of prior learning experience. Career and educational goal setting are outcomes of this course. Cost includes tuition payment for the three-credit course, with an additional fee for portfolio review and the granting of up to 30 credits. *For students matriculated into Associate and Bachelor degree programs. Advising appointment necessary for enrollment.*

Art

ART 102
Visual Art and Cultural Values II:
Early Fourteenth Century to the Present **3 cr.**
Examines the production of art from the fifteenth through the twentieth centuries. Explores art from a variety of cultures and geographic regions. Introduces students to the conventional designations of stylistic periods, treats major works and artists of these eras, and acquaints the student with the traditional methods of art history. *Satisfies Aesthetic Awareness and Creative Expression General Education requirement.*

ART 105

Drawing and Composition I   **3 cr.**
Foundation-Drawing strategies for visual representation, mark-making, and interpretive skills. Focus on "traditional" still-life, landscape, and figurative sources. Use of black and white charcoal, pencil, inks. *Satisfies Aesthetic Awareness and Creative Expression General Education requirement.*

ART 404

Imagination and Creativity   **3 cr.**
This seminar course will help each student develop an awareness of his or her own creative process. Students will learn to generate strategies for enhancing creativity through readings and discussion.

Biology

BIO 101

Human Biology   **4 cr.**
An introduction to the science of biology by exploring human anatomy and physiology. Students will relate the major systems of the body to maintaining their own bodies in a healthy state. The impact of current health issues on the human body will be discussed. *Satisfies Science and Technology General Education requirement. Cannot be taken by students who have taken BIO 201 and/or BIO 202.*

BIO 130/130L

Principles of Ecology   **3-4 cr.**
Examines the interrelationships of organisms and their environments. The broad subject of ecology focuses upon the interactions of plants and animals, including humans, with each other and with their non-living world. Three levels of ecology are studied: 1) Individuals, 2) Populations, 3) Communities and Ecosystems. This class provides an overview of the science of ecology for the informed citizen, and also a good foundation for further work in ecology, marine biology and environmental science. *Satisfies Science and Technology General Education requirement.*

BIO 201/201L

Anatomy and Physiology I and Lab   **4 cr.**
A study of the human organism relating structure and function. The approach is an integrated one, stressing interrelationships and feedback systems: organic molecules, the cell, cellular respiration, tissues, skin, bones, muscles, and the nervous system. Class, three hours; lab, two hours per week. (Lecture: 3 cr.; Lab: 1 cr.) Must be registered for lecture and lab sections. *Satisfies Science and Technology General Education requirement.*

BIO 202

Anatomy and Physiology II and Lab   **4 cr.**
A study of the human organism relating structure and function. Topics include: the cardiovascular system, the lymphatic system, endocrinology, digestion, metabolism, the urinary system, water and electrolyte balance, and the reproductive systems. Class, three hours; lab, two hours per week. (Lecture: 3 cr.; Lab: 1 cr.) Must be registered for lecture and lab sections. *Satisfies Science and Technology General Education requirement.*

BIO 207

Clinical Microbiology and Lab   **4 cr.**
This course is the study of the structure, basic physiological and biochemical activities of clinically important microorganisms. The human body's response to invading microbes and methods of preventing and treating infection will also be studied. Laboratory work will involve growth and examination of common species of bacteria, fungi and protozoa. (Lecture: 3 cr.; Lab: 1 cr.) Must be registered for lecture and lab sections.

BIO 240

Science and Society   **3 cr.**
This course examines current issues in the relevance of scientific inquiry. Students investigate selected subjects with an emphasis on the most recent research in the field. Students observe and summarize relationships, formulate and test hypotheses, and study connections among hypotheses, formal models, predictions, and actual results. Examples of topics that may be explored include consumerism, health, media, and advertising. *Satisfies Science and Technology General Education requirement.*

BIO 242

World Disease   **3 cr.**
The study of the biology of major diseases that impact our society and other parts of the world, especially underdeveloped and overpopulated regions. The course examines the biological, social, historical, and economic problems involved in eradication, prevention and cure. Satisfies Global Issues General Education requirement. *.Prerequisite: sophomore status .*

BIO 335

Pathophysiology   **3 cr.**
A study of the alterations of normal anatomy and physiology that result in diseases. Topics will be organized according to body systems. Theories of etiology,the progression of the disorder, clinical symptoms and differential diagnosis will be discussed. This course is aimed at the future health professional, medical researcher or athletic trainer, and will include analysis of case studies. *Prerequisite: BIO 202 or permission of instructor.*

Business

BUS 110

Business Computers I   **3 cr.**
Provides current introduction to computer system concepts and personal computers in particular. Implications of information technology on business are explored. Problem-solving skills using word processing and presentation software and the World Wide Web are developed.

BUS 120

Business Fundamentals   **3 cr.**
An integrative interdisciplinary course that focuses on the interdependencies in business while providing a foundation for success in accelerated study. The course readings, exercises, and team projects are used to develop the analytical, quantitative, interpersonal, and communicative skills required for business success.

BUS 121

Business Fundamentals II   **3 cr.**
Builds on understanding of information technology and its impact on business. Emphasis is on using advanced presentation, database and web creation software to solve problems in business. *Prerequisites & Notes BUS 120.*

BUS 200

Marketing   **3 cr.**
An introductory overview of marketing in the 21st century. Techniques for the application of key marketing frameworks and tools for analyzing customers, competition, and marketing strengths and weaknesses are examined. Emphasis is placed on methods for the selection of target markets. Strategies that integrate product, price, promotion, and place to meet the needs of a target market are studied.

BUS 210

Finance   **3 cr.**
An introduction to finance including organization, taxes, capital markets, the commercial banking system, interest rates, financial analysis, financial forecasting, working capital management, marketable securities, accounts receivables, inventories, and short term credit markets. Students will use financial computers and/or software applications to apply concepts. *Prerequisites & Notes ACC 175.*

BUS 270

Communicating with Business Audiences   **3 cr.**
Focus is on developing the critical oral and written managerial communication skills demanded in the workplace. Highlights the need to identify audiences, their preferred communication styles, and identifies the characteristics of effective business communication. Students will develop their written, oral and interpersonal communication skills through a variety of exercises including crafting email, letters, memos, executive summaries, visual aids. Students will learn how to effectively deliver negative and positive business news and to communicate persuasively. They will develop proficiency in incorporating evidence and effectively structuring communications. Additionally, students will become more adapt in the use of tables, figures, and graphs. *Prerequisites & Notes BUS 121 and ENG 101 or permission of instructor.*

BUS 300

Entrepreneurship   **3 cr.**
Examines the historic evolution as well as the economic and societal impact of the entrepreneurship process, from conception to implementation of a new venture. Focus is on attributes of entrepreneurs and entrepreneurial teams in their search for and assessment of various resources to convert opportunities into profitable businesses. *Prerequisites & Notes ACC 205 or BUS 210 , or permission of instructor.*

BUS 302

**Legal Environment
for the Business Manager**   **3 cr.**
This course gives students a working knowledge of the legal system and the law and how it affects day-to-day operations of businesses all over the world. Topics include: small business and the law, the judicial process, trials and alternative dispute resolution, Constitutional law, the administrative agency, contracts and liability, debtor/creditor relationships, labor law, employment discrimination and sexual harassment, environmental law, consumer protection, federal securities and anti-trust law, and international corporations and the law. Prerequisites & Notes BUS 121 or permission of instructor.

Undergraduate courses

BUS 303
International Business 3 cr.
An overview of the environment in which international businesses compete. This course introduces the student to the impact of culture and political economy on business decision making, the economics and politics of international trade and investment, the nature of the international monetary system, the strategies and structures that characterize successful international enterprises, and the special role that each business function plays within a firm operating globally.

BUS 305
Human Resource Management 3 cr.
This course examines employee-employer relationships in the work place today. Policy areas covered are: job design, recruiting, employee selection, placement, job training and career development, performance evaluation, compensation strategies, incentives, and benefits. There is also discussion of current economic situations as they impact the work place today, including labor/management relations.

BUS 320
Organizational Behavior 3 cr.
A comprehensive survey of the dynamics of behavior in organizations. Examines individual and group behavior, motivation, leadership styles, conflict, organizational culture, and the process of change in organizations. Through case studies and group exercise, the course emphasizes an analytical approach. *Satisfies the Individual and Society General Education requirement.*

BUS 325
Operations Management 3 cr.
An introduction to operations and production management. This course examines the evolution of the modern operations function, the design of systems and scheduling, the management of materials, and the provision of services in contemporary businesses. All facets of an enterprise, including employees, processes, customers, and suppliers are looked at as a system.

BUS 330
Consumer Behavior 3 cr.
Study of the consumer as a decision maker. Social and psychological influences on purchasing decisions are examined with emphasis on their implications for retail marketing strategy. Topics include: external and internal influences on consumer lifestyles, the nature of consumer motivation, the purchase decision process as it relates to the consumption of consumer goods and services, and appropriate marketing responses. Prerequisites & Notes BUS 200 or permission of instructor.

BUS 335
Managing Innovation 3 cr.
The fundamental process underlying the emergence of new enabling or disruptive technology and its effects on existing business, and society will be examined. Both qualitative and quantitative methods for technology assessment are reviewed. An emphasis is placed on developing technology-forecasting research.

BUS 350
Global Marketing Management 3 cr.
Focus is on the unique problems associated with managing marketing operations across national borders. Topics include: the impact of culture on the global marketing environment; how to identify global market opportunities for an existing enterprise or a new venture; how to apply industry analysis, assessment of risk, and new customer identification techniques in an international context; and how to develop and implement effective marketing strategies on a global scale. *Prerequisite: BUS 200 or permission of instructor.*

BUS 355
Risk Management 3 cr.
Addresses present and emerging needs in a variety of industries and professional fields. Provides an overview of systematic responses used to manage potential threats to individuals, organizations and agencies through the use of strategies and procedures engineered to minimize consequences and maximize opportunities. Using a Risk Management Model to identify and assess risk, implement strategies and evaluate outcomes, students will understand how properly designed risk management processes are used to protect individuals, organizations, or agencies against financial, physical, legal and other damages, including risk associated with terrorism and natural disaster.

BUS 365
Business, the Environment, and Sustainability 3 cr.
Examination of environmental and social consequences of industrial society and managerial responses with emphasis on the effect of sustainability on corporate performance. The impacts, in both domestic and global contexts, of current trends in industrial operations and government policies on health, equity, and environmental sustainability will be considered. *Satisfies the Global Issues General Education requirement.*

BUS 415
Business Negotiation 3 cr.
Provides students with techniques for becoming skillful negotiators in a wide range of settings. The framework and fundamental steps of negotiating action plans are examined. Students will be introduced to current theory surrounding the negotiation process.

BUS 450
Dynamics of Leadership 3 cr.
An extensive look at the nature of leadership and the dilemmas facing leaders of people at work. In-depth analysis of the forces motivating the behavior of people working in ongoing and temporary groups. Includes problems of authority and influence, development of roles and norms, initiation of change, and dealing with resistance. Recognition of women's and men's parity in leadership opportunities is a major consideration. *Satisfies the Individual and Society General Education requirement.*

BUS 475
Business Strategy and Policy 3 cr.
A culminating course in the Business program, examines the challenge to top management presented by a new or expanding business. Students learn decision making for an organization experiencing growth and change. Topics include organization planning and strategy in a competitive environment. The student is asked, from the point of view of the senior manager, to integrate and apply the knowledge learned in accounting, finance, marketing, organizational behavior, etc., to develop a comprehensive strategy for a firm that can lead to competitive advantage and high performance results.

Chemistry

CHE 230 -
Forensic Science 3 cr.
An introduction to forensic science. This course will give the student an understanding of the scientific method and cover the topics of physical evidence, crime scenes, microscopic fiber analysis, forensic serology, DNA as a scientific tool, finger printing, ballistics, and firearm analysis. *Satisfies Science and Technology General Education requirement. Prerequisites & Notes High school biology or chemistry, or permission of instructor.*

Criminal Justice

CJ 100
Introduction to Criminal Justice 3 cr.
This course provides an overview of the components of the criminal justice system including the police, courts and corrections. In addition the course provides an understanding of what crime is, why crime occurs, how much crime there is, the juvenile justice system and victims of crimes' rights in the criminal justice system. This course provides the foundation for all subsequent criminal justice and law courses.

CJ 151
Criminal Law 3 cr.
A complete review of federal and state criminal statutes with a case analysis approach. Elements of crimes against persons, property and other societal deviations. Intent, limitations, defenses and burden of proof are included.

CJ 200
Criminology 3 cr.
This course provides an overview of the major criminological theoretical perspectives. It will examine the social, political and intellectual milieu within which each arose. Beginning with 18th and 19th century theories, the course will focus on the sociological, psychological, and political constructions of criminality and their effects on the criminal justice system. *Satisfies Individual and Society General Education requirement.*

CJ 205
The American Court System 3 cr.
An examination of the pre-adjudication and adjudication stages of the criminal process. The roles of the various participants in the criminal trial will also be examined. Focus is on the manner in which the trial system works and the rules governing its operation.

CJ 350
Terrorism Studies 3 cr.
This course investigates the context, causes, correlates, and consequences of the crime of terrorism from a broad range of academic perspectives. The individual, group, and organizational factors that motivate international and domestic terrorist groups to action will be covered, in addition to common strategies designed to reduce the threat of terrorism and mitigate its effects on society. An interdisciplinary course, CJ350 references the distinct fields of history, political science, international studies, sociology, criminology, criminal justice, human services, and victimology.

Communication

CMM 103
Advertising Fundamentals **3 cr.**
Basic principles and practices of advertising and their relationship to the economy, society, and media. Focus is on effective marketing strategies, research, ethical responsibilities, agency role, and media planning.

CMM 106
Introduction to
Mass Communication **3 cr.**
Function and impact of mass communication in society is covered in this course. Role and structure of print and electronic media, history of communication, media interrelationships, new technologies, process and effects, and ethical-regulatory issues are all topics that are included.

CMM 107
Telecommunications **3 cr.**
A comprehensive overview of the electronic media industry, its history, its structure, its economics, and its influence on our society.

CMM 115
Introduction to Social Media **3 cr.**
This course will provide an overview of the role of social media in society. The course will use a research- based focus to examine the internet itself, exploring how it links with other aspects of communication. Students will evaluate strategies for effective uses of social media. Additionally, students will be expected to utilize social media clients and participate in online communities.

CMM 203
Public Relations **3 cr.**
Overview of basic principles, concepts and relationship of theory to practice. Special emphasis on role in society, public opinion, effective strategies and tactics, process, identification of publics, publicity techniques, and effective use of media.

CMM 306
Social Impact of the Media **3 cr.**
Influence and role of media in modern culture. Covers the effects of media on socialization, education, political choice, and process; formation and development of beliefs, attitudes, and values; diffusion of information; and the transmission and reflection of popular culture. *Prerequisites & Notes: CMM 101 or SOC 101 and sophomore class status, or permission of instructor.*

CMM 335
Social Media and Marketing **3 cr.**
Students will explore the rapidly changing world of social and digital media and how it is applied to the practice of marketing communication. After studying the concepts and theories behind communicating through digital media, students will create social media marketing plans to support specific campaign initiatives through the use of these digital media.

Endicott Transitions

EC 100
CIS Transitions **1 cr.**
Offered in Madrid, Spain
This course addresses all first year students and offers support and introduces strategies to meet a variety of challenges that an academic setting poses. Students learn how to act efficiently and meaningfully in order to adjust and succeed in this new context. A large part of the course is dedicated to the teaching of study skills promoting students' persistence and achievement. *Students also develop the necessary social skills to realize their academic goals.*

Economics

ECN 201
Macroeconomics **3 cr.**
The measurement of the U.S. economy and the factors that contribute to economic growth and recession are the focus of macroeconomics. The role of government in the economy is closely examined. Particular attention is paid to tax and spending policy as well as the policy of the Federal Reserve. Government policy has a significant impact on the performance of the private economy. *Satisfies the Global Issues General Education requirement.*

ECN 202
Microeconomics **3 cr.**
Examines the basic concepts of microeconomics, including theories and models that describe how consumers and producers of goods and services make rational economic choices, and the implications of those choices for market prices, quality, and product variety. Looks at demand and supply elasticity, the nature of competitive rivalry, factors of production, income distribution, and the impact of government regulation. *Satisfies the Global Issues General Education requirement.*

Education

ED 101
Introduction to Education **3 cr.**
Designed to orient students to the education profession. Emphasis will be on writing and will focus on philosophical concepts applied to education, curriculum, teacher competency, learning principles, schools as organizations, and the education of special populations.

ED 102
Curriculum Theory and Instruction **3 cr.**
A study of curriculum dimensions, concepts, and designs for varied student populations and school settings. Through examination of the Massachusetts Department of Education's Common Core of Learning and Curriculum Frameworks documents students will come to understand how the state standards can be used as guidelines in structuring curriculum, researching curriculum development, and how the issues, trends and innovations of curriculum design can be applied in an effective integrated classroom.

ED 203
Introduction to Special Needs **3 cr.**
This course introduces the historical, legal and social aspects of special needs education in the United States. Identification of special needs – including physical, social, emotional, and sensory – as well as giftedness will be discussed. Integration of special needs children into the regular classroom is a major component.

ED 207
Strategies of Teaching
Early Childhood Curriculum **3 cr.**
Focus on the teaching of specific subject areas in unison with the developmental needs of children in preK–2. Students will research current curriculum materials and curriculum development trends. Lesson plans, units, and learning centers will be designed by students. *Prerequisites & Notes: ED 101 and ED 102 or permission of instructor.*

ED 208
Early Childhood Numeracy **3 cr.**
Expanding on concepts explored in ED 207, this course will develop students' knowledge in planning learning experiences that will foster the development of mathematical thinking in young children. Pre-service teachers will explore instructional strategies and materials designed to foster conceptual mathematical development in three to five-year-olds. Following recommendations of the National Council of Teachers of Mathematics and the National Association for the Education of Young Children, this course will examine how to incorporate mathematical experiences throughout the day. Students will explore strategies to integrate mathematical instruction with other content areas as well as how to create environments that extends mathematical thinking. *Prerequisites & Notes ED 101, ED 102, and ED 207, or permission of instructor.*

ED 210
Integrating Technology into the Classroom **3 cr.**
Exploration of major concepts related to instructional technology in the early childhood and elementary classroom. Current technology curriculum frameworks will be addressed. *Prerequisites & Notes ED 101 and ED 102 or permission of instructor.*

ED 215
Creative Arts in the Early Childhood
and Elementary Classrooms **3 cr.**
This course integrates the use of art, music and drama in the curriculum of today's Early Childhood and Elementary classroom. The course incorporates the component of a weekly lab, affording students the opportunity to design and present lessons in the creative arts in accordance with current curriculum frameworks.

ED 221
Emergent Literacy Instruction **3 cr.**
Students will examine language acquisition and emerging communication abilities in young children with a particular focus on reading, writing, speaking and listening. The characteristics of a print and language rich environment will be explored, including the use of developmentally appropriate written language activities in the early childhood classroom. *Prerequisites & Notes ED 201 or permission of instructor.*

ED 229
Literacy Methods **3 cr.**
Students are encouraged to investigate the Language Arts - listening, speaking, writing and reading - as elements of Total Literacy in the Early Childhood and Elementary classroom. Students will explore common and specialized programs such as Writer's Workshop, John Collins, 6 Traits, Guided Reading (Fountas and Pinnel and DRA)

and Links. Students will practice techniques in planning for children's skills development in all the Language Arts using both 10 Steps to Lesson Planning and Understanding by Design with Differentiated Instruction. Emphasis will be placed on Literacy and Study Skills in both narrative and expository text. Prerequisites & Notes ED 201 or permission of instructor.

ED 230
The Early Childhood Pedagogy
of Reggio Emilia, Italy 3 cr.
Examining the philosophy of the early childhood schools of Reggio Emilia, Italy, students explore the "culture of childhood" and the images and potentials of the young child within that culture. This course focuses on translating the pedagogy of Reggio Emilia into American culture and implementing Reggio-inspired practices into early childhood and elementary programs. Students learn how to facilitate learning experiences that encourage young children to explore, to wonder, to investigate, and to construct knowledge.

ED 290
Topics In Education
Focuses on a range of issues significant to the field of education, including school reform, service learning in schools, school diversity, pedagogy and classroom assessment. *Prerequisites & Notes Course may be taken for credit more than once as long as the course content is new.*

ED 302
Science Methods 3 cr.
This course supports the pre-service teacher in planning for the teaching of science in the K-6 classroom. Major concepts, curriculum theory and instructional strategies appropriate to science education are explored. Major principles of science, development of science lesson plans, experiments, demonstrations, enrichment activities, and science projects using a hands-on approach are included. Current research, issues and frameworks in science will be examined. Focus will be on assessment, cooperative learning, and hands-on science. A field component of 20-25 hours is included in this course. *Prerequisites & Notes Junior class status and a passing score on at least two MTEL exams. Open to Liberal Studies/Education Teacher Licensure majors only.*

ED 308
Early Childhood Methods 3 cr.
Expanding on concepts explored in ED 207, this course will develop students' knowledge in planning interdisciplinary learning experiences that support the needs of the whole child. Pre-service teachers will explore early childhood instructional strategies and materials designed to develop intellectual dispositions, to foster an appreciation of individual and cultural differences, and to meet state and federal standards. Examination of the crucial link between observation and effective teaching will be addressed. A field component of 20-25 hours is included in this course. *Prerequisites & Notes: ED 207, junior class status or permission of instructor. Open to Liberal Studies/ Teacher Licensure majors only.*

ED 310
The Power of Play in the Classroom 3 cr.
This course explores the cognitive, social, emotional, physical, and creative benefits of play in the early childhood and elementary classroom. Through interactive learning experiences, readings, and discussions, students

examine the nature of play, its disappearance in our schools, and its importance in the development of the whole child. Students develop a rationale for play as a fundamental component of the curriculum, design developmentally appropriate learning environments, and create play-based learning experiences. Students explore the teacher's role in observing, facilitating, and assessing play. Inclusive play-based intervention strategies for children with developmental delays will be addressed.

ED 320
Classroom Management: Building
Classroom Community 3 cr.
Students will examine the instructional strategies and structures that develop a positive learning environment. Students will explore strategies to move "classroom management" from a compliance model to a more democratic model characteristic of a caring community of learners. By evaluating current educational practices and analyzing their personal beliefs about teaching and learning, students will develop their own "classroom management" values.

ED 339
Classroom Assessment 3 cr.
Methods and techniques of evaluation and assessment in education are the focus of his course. Emphasis will be given to the development of educational standards, design of performance-based assessments, and fair scoring of those assessments.

ED 340
Global Consciousness through
Children's Literature 3 cr.
Students develop skills in teaching using a literature based approach to teaching in the content areas. Students read 50-75 pieces of historical and/or multicultural children's literature and develop highly motivating units based on the Wiggins and McTigue model of Understanding by Design. This course incorporates the standards of both the English and Social Studies Massachusetts Curriculum Frameworks in the interactive/transactive units.

EDM 200
Culture and Identify 3 cr.
Culture shapes how we make meaning of ourselves and the world around us. This class explores how our identity is impacted by the interplay of our ethnic, class, religion, gender and educational backgrounds. We will explore how we participate in the production of culture through our interactions with others and participation in multiple communities. Special emphasis will be given to understanding how the process of education shapes the larger culture and our own identities.

EDM 300
Education and Democracy 3 cr.
This course explores the design, implementation, and evaluation of education policy as a primary means for engaging more active, inclusive and effective approaches to social inquiry and civic participation. Understanding how democracy shapes current educational policy in public, charter and private school setting will be explored. Students work to design innovative, principled, educationally sound and politically feasible responses to significant civic concerns.

EDM 400
Action Research 3 cr.
Action research is a component of reflective practice and professional learning that is grounded in an ethical commitment to improving one's own teaching. Action research will be introduced as a natural component of a teacher's professional development and reflective practice. Students will design and conduct action research projects to better understand and improve teacher behaviors, learning outcomes, school improvement, curriculum, professional practice and the democratic principles of education.

English

ENG 099
Introduction to College Writing 3 cr
A preparatory course designed to develop writing skills, building upon the student's knowledge of grammar, sentence mechanics and paragraph development, and focusing on the short essay form. Credits do not count toward degree requirements. *Prerequisites: Appropriate placement test score.*

ENG 100
Introduction to Composition 3 cr.
Offered in Spain
Prepares students for ENG 101 by introducing them to the fundamentals of academic writing. This course does not meet the core curriculum requirement.

ENG 101
College Writing Seminar 3 cr.
This course introduces entering students to pre-writing, composing, and revising strategies. It emphasizes logical development of ideas in papers appropriate to purpose and audience. Students will draw on their own experience but will be asked to see beyond it and to respect the weight of evidence. *Satisfies Literary Perspectives General Education requirement.*
(Previously offered as English Composition I)

ENG 102
Introduction to Literature 3 cr.
An introduction to the fundamentals of literary study. We will focus on interpretation and criticism of short stories, poetry, drama, and film. We will also examine critical methodologies for literary analysis, literary terminology, and appropriate research methods. *(Previously called English Composition II)*

ENG 103
Speech 3 cr.
This course covers the development of effective speaking and speech-writing skills. To accomplish this, students will write and deliver speeches with the guidance and encouragement of the instructor and peers. Satisfies the Writing Designated core requirement.

ENG 106
English Communication 3 cr.
This course is intended for students whose skills are between upper intermediate and advanced level. It reflects the fast changing world of business with materials from authentic sources. Students study business topics and acquire proficiency in written and oral communication. Students learn about the causes of communication breakdowns and how to avoid them through effective listening

and note taking. They analyze case studies, role play authentic business situations and begin to understand the effects different styles of management have on business outcomes.

ENG 203
American Literature I   **3 cr.**
An exploration of American literature through the lens of genre, theme, major figures, minority voices, major events, legal documents, historical and literary periods, and/or paired texts. Possible topics include fiction, autobiography, biography, poetry, slave narratives, Indian captivity narratives, travel narratives, journals, personal letters, public testimonials, and debates, regional and ethnic representations.

ENG 204
American Literature II   **3 cr.**
Covers important literary trends from the end of the Civil War to the turn of the twentieth century; the modern period from 1910 to 1945; and the contemporary period from 1945 to the present.

ENG 220
American Short Story Cycles   **3 cr.**
Introduction to the genre of the short story cycle through class discussions and essay writing, students will discover the various ways writers have found to create short story cycles or unified short story collections: recurring themes, characters, settings, and plot patterns are some of the unifying elements that will be examined. Representative writers may include Sherwood Anderson, Ernest Hemingway, John Steinbeck, Flannery O'Connor, Louise Erdrich, and Richard Wright.

ENG 227
African-American Literature   **3 cr.**
Explores the writings of African-American authors in the genres of poetry, fiction, nonfiction, autobiography, and drama from the 18th century to the present. We will study the cultural and spiritual forces that shaped African-American literature; the literature's connection to slavery and its abolition, Reconstruction, segregation, and the Civil Rights movement; and its impact on American culture. Texts include slave narratives, poetry and fiction from the Harlem Renaissance, and works representing black realism, naturalism, modernism, and postmodernism. *Satisfies the Literary Perspectives General Education requirement.*

ENG 230
Rebels and Misfits   **3 cr.**
This course will closely analyze the motives of characters who defy authority or their times in selected stories, novellas, poems and films. Examination of characters who choose to drop out or are ostracized will also be conducted, deciding who deserves our sympathy and why. Satisfies Literary Perspectives General Education and Writing Designated core requirements.

ENG 235
20th Century Fiction   **3 cr.**
A brief introduction to the art of fiction followed by close readings of modern master works. American short stories and novels will be compared to masterpieces from other cultures in order to view fiction as an international phenomenon and, even within nations (such as the United States), as multicultural in nature. *Satisfies Literary Perspectives General Education requirement.*

ENG 240
Boston in Literature and Film   **3 cr.**
Examines portrayals of Boston in fiction, memoirs, poetry, and film. Students will study how authors and filmmakers imagine, remember, and document the city, and use their work to comment on Boston's history and culture, its social geography, Its promise and shortcomings. Texts will includes classic and contemporary works, including examples of Boston noir fiction and film. *Satisfies Literary Perspectives General Education and Writing Designated core requirements.*

ENG 312
Children's Literature   **3 cr.**
Examines the genre of children's literature from a variety of historical, social, and cultural perspectives. *Satisfies Literary Perspectives General Education and Writing Designated core requirements.*

ENG 313
World Literature   **3 cr.**
An exploration of major works of world literature from the 17th century through the present. The course will examine representative literature through the lens of genre, theme, major figures, minority voices, major events, literary periods, or national origins. Possible topics include Eastern, Western, African, Asian, Australian, Latin American, and Russian literature. Students may take more than one section of this course as long as the topic is different from one section to the next. *Satisfies Literary Perspectives General Education and Writing Designated core requirements.*
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ENG315
Women & Literature   **3 cr**
Study of literature by and about women including the diverse images and roles of women as they are recorded by representative writers in America and England. Reading selections reflect the diversity of ethnic and racial traditions in the United States and the variety of social, political, and economic backgrounds of women's experience. *Satisfies Literary Perspectives General Educations and Writing Designated core requirements.*

ENG 334
Writing Lives   **3 cr.**
Offers students the opportunity to explore the art of writing autobiography and biography. Class time will be devoted to writing exercises and discussing professional and student writing. Students will also be encouraged to give a public reading of their work. *Satisfies Literary Perspectives General Education and Writing Designated core requirements. Prerequisites & Notes A previous creative writing class at Endicott or instructor's permission.*

Environmental Studies

ENV 150
Environmental Issues   **3 cr.**
Environmental changes and consequences that accompany anthropogenic development and industrialization will be discussed. The student will actively participate in a chronological and systematic investigation of the connections and relationship between ecological systems, energy, raw materials, western industrialization, environmental degradation, and third world population. The content of the course will ultimately serve to establish an historical reference point that will allow for analysis of

current environmental status and national policy. *Satisfies the Science and Technology General Education requirement.*

ENV 215/215L
Oceanography and Lab   **4 cr.**
A basic investigation of the natural and human originated processes that influence ocean life in the inter-tidal, coral reef, and continental shelf to deep sea habits. Life patterns, adaptations and interrelationships of organisms from mammals to plankton are addressed. The laboratory includes campus field hours per week. (Lecture: 3 cr.; Lab: 1 cr.) Must be registered for lecture and lab sections. Prior science study preferred but not required. *Satisfies the Science and Technology General Education requirement.*

ENV216
Natural Disasters and Catastrophes   **3 cr.**
A survey of Earth's surface processes, the course examines the causes, locations, and effects of natural and man-made hazards through scientific inquiry and investigation. A focus on mitigation strategies is an important component of this course. Understanding natural hazards as natural processes fosters civic literacy locally, nationally, and globally. *Satisfies Global Issues General Education requirement.*

ENV 220
Environmental Science   **3 cr.**
Relationships between the living and non-living components of arctic, tropical and temperate ecosystems are discovered and compared. Effects of global and local occurrences on the origin and distribution of species and modern practices of conservation are emphasized. The laboratory includes campus fieldwork and local field trips.

English as a Second Language

ESL 023
Business English I   **3 cr.**
(Offered in Spain)
This course introduces students to Business English at an intermediate level. It aims to provide the business vocabulary students require to participate effectively in business courses and in the world of work. It combines the most recent ideas from the world of business with a strongly task based approach. Students develop their communication skills in presentations, meetings, negotiations telephoning and social English. *Credits for this course do not count towards a degree.*

ESL 024
Business English II   **3 cr.**
(Offered in Spain)
This course takes students from intermediate level to upper intermediate level. It is intended for students who are interested in increasing their knowledge of Business practice and concepts. Authentic material and an intensive task based approach helps students to feel more confident in areas of communication. Students discuss case studies and report their recommendations emulating authentic business situations. *Credits for this course do not count towards a degree.*

ESL 025
Business English III   **3 cr.**
(Offered in Spain)
This course introduces students to upper intermediate business English. It builds on the skills introduced in

Business English II and prepares the students for English Communication. Students continue to study business topics and acquire business vocabulary. They write business letters, reports, press releases, agendas, minutes and summarize articles from business magazines and newspapers. *Credits for this course do not count towards a degree.*

ESL 034
Business English IV **3 cr.**
(Offered in Spain)
This course is intended for students whose skills are between upper intermediate and advanced level. It reflects the fast changing world of business with materials from authentic sources. Students study business topics and acquire proficiency in written and oral communication. They study case studies, practice group work situations and give presentations which all helps to improve their business communication. *Credits for this course do not count towards a degree.*

ESL 088
English as a Second Language I **3 cr.**
(Offered in Spain)
This course is an intermediate level general English course taken simultaneously with Elements of Writing I. Task-based language activities are introduced in short readings and film segments which simulate real situations which the students are likely to encounter. Grammar is taught using oral, written and interactive exercises. Formerly ESL 026. *Credits for this course do not count towards a degree.*

ESL 089
English as a Second Language II **3 cr.**
(Offered in Spain)
This general English course takes the students from intermediate to upper intermediate level. It aims to continue to build upon the skills acquired in English as a Second Language I. Task-based language activities are introduced in short readings, and film segments which simulate real situations which the students are likely to encounter. Grammar is taught using oral, written and interactive exercises. Formerly ESL 038. *Credits for this course do not count towards a degree.*

ESL 090
English as a Second Language III **3 cr.**
(Offered in Spain)
This course is a continuation of English as a Second Language II and will provide students with the opportunity to improve their academic writing skills in preparation for more advanced courses which will require research papers. The text will focus on the writing modes, rhetorical devices and language points required for academic success. Paragraph structure will be reviewed and students will be prepared to write three – and four paragraph essays. In addition, basic grammatical structures will be constantly reviewed. Formerly ESL 039. *Credits for this course do not count towards a degree.*

ESL 091
Elements of Writing I **3 cr.**
(Offered in Spain)
Students are introduced to the process approach to writing and keep a portfolio of their work. Revision techniques are practiced; students address grammatical issues within the context of their writing. Formerly LST 103. *Credits for this course do not count towards a degree.*

ESL 092
Elements of Writing II 3 cr.
(Offered in Spain)
The course continues to develop the skills introduced in Academic Writing I. Students develop a portfolio of their work. In addition, some of the writing assignments are in response to readings, and the final paper involves the use of outside sources. The goal is to prepare students for College Writing Seminar. Formerly LST 104. Credits for this course do not count towards a degree.

ESL 099
Transitions to Academic Writing I **3 cr.**
(Offered in Boston)
This course serves as a transitional writing course for English Language Learners. Students will build on advanced English language skills focusing on communication skills in an academic setting.   Students will develop writing skills, while focusing on grammar, punctuation, sentence structure, reading skills, and essay development (revising and editing their work). Students will be introduced to information literacy skills to access library and online database resources.

ESL 100
Transitions to Academic Writing II **3 cr.**
(Offered in Boston)
This credit bearing course serves as the most advanced level for English Language Learners who demonstrate academic proficiency in English.   This course will continue to refine advanced college writing skills in an academic setting, and will use college level readings and writing assignments to demonstrate a mastery of college level writing proficiency.

Geography

GEO 315
World Geography **3 cr.**
A comprehensive study of world regions (excluding North America) focusing on both the distinctive character of each region and their communal linkages in an increasingly interconnected and changing world. Emphasis is placed on the practical and theoretical application of global geographic issues.

History

HST 102
Western Civilization II **3 cr.**
A survey of European developments from the 17th century to the contemporary period. Emphasis will be placed on the "modernization" of European politics and thought, particularly during the Enlightenment, and during the 19th and 20th centuries.

HST 103
United States History I **3 cr.**
A survey of the early American experience from European discoveries to the Civil War. Topics considered include the Colonial era, the American Revolution, early political developments and the origins of industrialization.

HST 104
United States History II **3 cr.**
A survey of more recent American history from Reconstruction to our present era. Topics considered include

"Big Business," the Spanish American War, the Progressive Era, World War I, the Depression, the New Deal and World War II.

HST 201
Contemporary Approaches to History **3 cr.**
Surveys recent trends in historical research and writing and analyzes the contested nature of history and collective memory in contemporary society. Using models of scholarship on history in the United States and abroad, the course will examine the kinds of evidence and prisms (e.g. politics, race, gender, nation, culture) historians use to interpret the past and the kinds of history (e.g. narrative, comparative, biographical) they write. Required of all history majors and minors, but open to any interested students.

HST 225
The Salem Witch Trials **3 cr.**
This course explores the history of and myths surrounding the Salem witch trials and, more generally, the politics of scapegoating. Readings, including trial transcripts, will focus on the origin, development, and legacy of the trials, and on Puritanism, witchcraft, legal practices, and the status of women in colonial-era New England. Visits to local historical sites will enhance understanding of the trials. The course will also examine more recent witch-hunts and instances of hysteria associated with McCarthyism, AIDS, the bombing of Pearl Harbor, and the September 11 terrorist attacks.

HST 227
Boston History **3 cr.**
Surveys the history of Boston from the colonial era to the present. Examines the legacy of the Puritan presence in the 17th century, the city's role in the Revolutionary War, the immigrant experience, reform movements, race relations, urban planning, and politics.

HST 229
The American West **3 cr.**
Surveys the history of the American West from the pre-colonial era to the recent past. Topics include the Lewis and Clark expedition; the impact of westward expansion and government policies on Native Americans; the significance of the frontier in American history and culture; the building of the transcontinental railroad; the internment of Japanese Americans during World War II; and the West in popular culture.

HST 306
New England History **3 cr.**
The role of colonial New England (especially Massachusetts) in early American history. Among the topics considered are Puritanism, politics, crime, punishment, the economy, art and society.

HST317
Civil Rights Movement **3 cr.**
A survey of the unique set of events, circumstances and struggles that shaped the U.S. in the 1950's and 60's collectively known as the Civil Rights Movement. This course offers an analytical examination of the freedom movement which continues to this day by looking at the African-American struggle for freedom, justice and equality beginning in 1954 with the historic Brown v. Board of Education Supreme Court decision to the present.

Homeland Security

HLS 105
Introduction to Homeland Security **3 cr.**
This course will survey the homeland security terrain as it familiarizes students with federal, state, local and private strategies, policies, and homeland security initiatives; domestic and transnational terrorism; critical infrastructure protection methodology; homeland security- related technologies; the Intelligence Community and associated issues; foreign government homeland security strategy; and the homeland security role of defense agencies.

HLS 205
America's Intelligence Community **3 cr.**
This course will provide students a comprehensive understanding of the U.S. Intelligence Community (IC) and the issues associated with national intelligence operations in free societies. The course explores the role intelligence plays in America's homeland security, national defense and policy strategies. Core intelligence issues and intelligence-related laws and policy are examined.

Hospitality Management

HTA 108
Rooms Division Management **3 cr.**
Introduction to the major front-of-the-house area: the front office. Tracing the flow of activities performed from check-in to checkout. Emphasis placed on but not limited to the staff's role in sales, public relations, reservations, registration, record keeping and communication with other major operating departments.

HTA 250
Restaurant Management **3 cr.**
This course will provide a study and research opportunity for students in terms of the wide range of restaurant types currently being offered to the national and international consumer. These will be evaluated in the context of an appreciation of classical methods and their applicability in a fast developing retail marketplace. At the same time, generic restaurant operations issues will be addressed including developing successful meal experiences, systems design, equipment and furnishing types, customer flows, and quality management requirements.

HTA 255
Fundamentals of Events **3 cr.**
Students will explore and develop an understanding of the events/entertainment field. The focus is on the historical development, organizational structure and career opportunities that exist within the discipline. The course introduces students to the methods and techniques utilized in planning organizing and delivering events.

HTA 314
Cultural and Economic Impact of Tourism **3 cr.**
A study of the underlying principles and practices in domestic and international tourism, including issues of tourism development and marketing. Focus is on the economic, ecological and anthropological impacts of travel and tourism.

HTA 315
The History and Appreciation of Wine **3 cr.**
This course is intended to give the student a breadth of knowledge regarding wine. With roots dating back to 8,000 years, wine is woven into modern day traditions and cultures. The student will learn the history of wine and its reciprocal influences with agriculture, language, art, chemistry, economics, geography, health, and culture. Wine tasting is a component of this course; consequently, students must be 21 years of age. *Prerequisites: Age 21, third or fourth year status, and permission of the instructor. Course Fee: $50.00.*

HTM 101
Foundations of Hospitality Management **3 cr.**
An introduction to the Industry of hospitality and tourism, this course emphasizes the management process and department operations. Hotels, cruise lines, casinos, travel agencies, restaurants, spas, events, senior communities, and airlines will be examined in regard to classification, markets and operations. This course is also designed to gain understanding into the relationship that exists between hospitality and tourism.

HTM 108
Rooms Division Management **3 cr.**
Every transaction generated in the hotel can be traced back to the Front Office. Through a management perspective emphasis will be placed on operations, finance and interdepartmental communication. Connections between various hotel departments and their contribution to the overall success of the guest experience and profitability of the hotel will be analyzed.

HTM 110
Service Management **3 cr.**
Balanced between theoretical and applied learning in La Chanterelle our non-traditional classroom, students will explore the function of service systems within the restaurant environment. The course surveys the development and implementation of both dinning and beverage delivery systems their cost control and management. A combination of interpersonal, leadership and group dynamics skills will be applied to service encounters to illustrate the complexities of guest satisfaction.

HTM 213
Hospitality Sales and Marketing **3 cr.**
The service sector has distinctive features in its marketing and sales strategy. An in depth examination of the unique principles and practices of marketing service sector versus manufactured products. Emphasis is placed on market research, target markets, promotions and advertising. The impact of sales will be analyzed from the perspective of multiple vantage points including buyer, seller and corporate.

HTM 240
Culinary Arts **3 cr.**
Balanced between theoretical and applied learning in La Chanterelle our non-traditional classroom, students will explore the principles of food preparation within a functioning restaurant environment. Focus will be on hygienic production, preparations, and presentation. Purchasing and cost control are examined to ensure operational profitability.

HTM 250
Restaurant Management **3 cr.**
Restaurant management is analyzed from an operational and financial standpoint. Student will learn the basic financial concepts important in operating a profitable foodservice facility. Menu management will be discussed form a psychological viewpoint to influence guest decisions to purchase the items that are more profitable to the restaurant. Internal control processes will be examined to protect the assets of a restaurant. Layout and design considerations will be studied to ensure proper functionality of restaurants.

HTM 255
Fundamentals of Events **3 cr.**
Students will explore and develop an understanding of the events/entertainment field. The focus is on the historical development, organizational structure and career opportunities that exist within the discipline. The course introduces students to the methods and techniques utilized in planning organizing and delivering events.

International Studies

IST 100
Introduction to International Studies **3 cr.**
This introductory, interdisciplinary course exposes students to critical global issues through the lens of the arts, humanities, social and physical sciences. The course will make connections between seemingly disparate events, and contextualize those events in an historical period. Each discussion will consider temporal political, socio-economic, and geographic as well as cultural issues in the given context.

IST 216
International Conflicts **3 cr.**
Examines the theoretical and practical aspects of international conflicts in the "global" era. By applying the method of comparative analysis and the "case study" approach, we will examine how conflicts arise and evolve, and how technological, institutional, and cultural effects of globalization make international conflict more complex and less manageable. A special focus will be on conflict prevention and settlement, and peace-making processes. We will compare international negotiation styles and practices, including negotiations with terrorists. Prerequisite: IST 100 or permission of instructor.

IST 315
Intercultural Communication **3 cr.**
Exploration of the interdisciplinary field of inter-cultural communication. Emphasis is on increasing communicative competencies in cross-cultural settings. Drawing from the fields of anthropology, communication, linguistics, psychology, and sociology, this course is designed for students who wish to gain the practical skills necessary to communicate effectively in today's interdependent international community.

Internship

INT 100
Internship I **2 cr.**
A 120-hour internship experience completed in January. Planning, required classes, and assignments begin during the fall semester in preparation for the on-site experience. The internship is exploratory and experientially based. Students with 30 or more transfer credits may have the INT 100 requirement waived but must substitute an additional two credits of coursework.

Undergraduate courses

INT 200

Internship II   **2 cr.**
A 120-hour internship experience completed during the month of January. Planning and assignments begin during the fall semester in preparation for the on-site experience. The internship is completed at a different work site and the goal is more hands-on experience. Prerequisite: INT 100.

Liberal Studies

LST 100
Seminar in Academic Inquiry   **3 cr.**
Students will be introduced to inquiry based learning skills that will provide the foundation to their four years of study at Endicott College. Students will learn the process of investigating an issue by reflecting upon, forming, and defending a position.

LST 308
Contemporary Issues   **3 cr.**
Examination and analysis of the critical issues and events of our contemporary world. The issues are approached through lecture, readings in current literature, the news media, and classroom discussion.

Mathematics

MTH 112
Mathematical Problem Solving   **3 cr.**
Develops student problem-solving skills by teaching different problem-solving strategies and allowing students the opportunity to develop and reflect on their own problem-solving and critical thinking skills. The students will apply these strategies to real world scenarios.

MTH 125
Probability   **3 cr.**
Introductory probability and counting theory. Theoretical and empirical probabilities and counting techniques are explored in relation to business, social sciences, and games, using techniques such as Venn diagrams, trees, and two-way charts. Discrete and continuous probability distributions, including the Normal probability distribution, are also investigated. This course stresses problem-solving strategies, critical thinking, and communication. It is intended to help students think logically about numerical data and their relationships in preparation for a course in statistics. TI 83 plus or TI 84 calculator is required. Cannot be taken by students who have taken MTH 126.

MTH 126
Applied Statistics   **3 cr.**
Introduces the student to applied statistical methods used in industry and scientific applications. Emphasis will be on the practical aspects of statistics as students analyze real data in applications of the central limit theorem, estimation using confidence intervals, and hypothesis testing. ANOVA, Chi-square, F distributions, and non-parametric statistics will be explored.

MTH 128
Analysis of Functions   **3 cr.**
As preparation for the study of calculus, topics will include a detailed analysis and applications of algebraic and transcendental functions. Emphasis will be on linear and quadratic equations; polynomial and rational functions and their graphs; rates of change, optimization, exponential, logarithmic, and trigonometric functions; combinations, composition, inverses of functions, and graphical analysis. Prerequisite: high school algebra II or pre-calculus. A TI 83 or TI 84 calculator is required. Cannot be taken by students who have taken MTH 135.

MTH 135
Calculus I   **3 cr.**
This course offers an introduction to differential and integral calculus of the single variable. The course includes the study of limits and continuity, the mean value theorem, techniques of differentiation including the chain rule, optimization, and the fundamental theorem of calculus, anti derivatives and introductory integrals and their applications. Properties of transcendental functions (exponential, logarithmic, and trigonometric) are explored using calculus. A knowledge of algebra and trigonometry is assumed. Prerequisite: high school pre-calculus or MTH 128. Cannot be taken by students who have taken MTH 136.

Music

MUS 240
The Rise of Rock and Roll   **3 cr.**
Critically examines rock and roll through case studies that illuminate important trends in the development and evolution of rock and roll as the dominant form of musical environment in the mid to late 20th century.

Nursing

NU 210
Fundamentals of Nursing   **8 cr.**
The role of the professional nurse is analyzed focusing on current nursing practice. The nursing process is the organizing framework for planning, delivering, and evaluating nursing care. Concepts of wellness, health promotion, and safety are explored for adult and older adult clients. Discussion of alternative options to achieve client goals is encouraged in class and clinical to further develop critical thinking skills. Students develop psycho motor skills in guided nursing laboratory sessions. Clinical experiences are offered in long-term care settings in the community.

NU 211
Care of Adults   **8 cr.**
Students are introduced to the holistic care of adults experiencing medical/surgical conditions requiring hospitalization in the acute care setting. Content is introduced in class discussion; clinical experiences and conferences reinforce concepts presented in class. The nursing process is used as the organizing framework in the delivery, and evaluation of nursing care aimed at restoring and maintaining the client's optimal state of health. Students will have an observation experience in the operating room with an opportunity to meet the surgical patient preoperatively, observe surgery, and accompany the patient through immediate recovery.

NU 230
Health Assessment   **4 cr.**
Students use interviewing skills while collecting complete and focused health histories. The physical examination skills of inspection, palpation, percussion, auscultation and selected measurement techniques are used to assess major body systems of clients across the age continuum. The analysis of data using functional health patterns, clinical assessment tools, diagnostic reasoning and critical thinking skills enhance the student's ability to define and describe a client's current state of health including recognition of selected deviations from normal. Students practice assessment skills covered in class lecture in nursing laboratory.

NU 305
RN Role Transition   **3 cr.**
The transition course for registered nurses provides the foundation for synthesis of prior learning with baccalaureate educational preparation for nursing. Critical thinking, decision making, and interpersonal communication is emphasized. Identification of personal learning goals and professional role development are incorporated. Learning experiences enhance the student's transition into the baccalaureate role. Prerequisite: Licensure as an RN.

NU 306
Nursing Research   **3 cr.**
This course introduces the nursing student to the importance of research to the discipline of nursing. The course focuses on the research process in the discovery of knowledge and the relevance of research outcomes to nursing practice. Nursing students enhance their critical thinking skills while critiquing current research. The capabilities of baccalaureate prepared nurses as participants on research teams and as consumers of research are examined.

NU 307
Pharmacology   **3 cr.**
Addresses basic pharmacologic concepts as they relate to nursing practice. Core concepts in pharmacology including pharmacokinetics and pharmacodynamics will be studied.

NU 311
Psychosocial Nursing   **8 cr.**
Emphasizes the psychosocial assessment and care of patients who have medical or mental health disorders. Students evaluate the psychosocial needs of diverse populations and participate in interventions involving individuals, families, and groups. The psychosocial response to impairment is explored with patients of differing cultural backgrounds, functional abilities, mental status, patterns of behavior, and developmental levels. The interpersonal process of professional nursing is examined in relation to communication and critical thinking. Clinical experience is provided in selected hospital and community settings.

NU 313
Care of Childbearing Families   **5 cr.**
Basic knowledge and skills underlying the care of families during childbearing are presented. Students develop beginning skills in applying the nursing process to the care of families during pregnancy, birthing, recovery, and transition home. Nursing students are expected to exercise critical thinking during clinical decision making, use therapeutic communication skills, and provide therapeutic nursing interventions in selected facilities and community settings.

NU 314
Care of Children   **5 cr.**
Students build on previous knowledge of growth and development, and pathophysiology to assess, plan and

implement safe and developmentally appropriate nursing interventions to children from birth through adolescence. Rich clinical experiences in both hospital-based and community settings provide opportunities to strengthen communication skills with children and families from diverse backgrounds. Classroom analysis of specific case studies encourages peer review as a method to stimulate critical thinking.

NU 350
Holistic and Integrative Approaches
to Health and Healing   3 cr.
Integrative health emphasizes the importance of the therapeutic relationship, focuses on the whole person, is informed by evidence, and makes use of all appropriate therapeutic approaches, healthcare professionals and disciplines to achieve optimal health and healing. This course will introduce a myriad of approaches and interventions toward health and healing, which have become known as alternative and complementary medicine (CAM). Through cognitive, affective and experiential learning, the student will develop an intra- and inter-personal holistic perspective from a positive, health promoting, and cross cultural model, incorporating art, music, principles of therapeutic communication, presence, and the primary importance of self care.

NU 360
An Historical Overview:
The Art and Science of American Nursing   3 cr.
This special topic course provides an overview of particular elements in nursing history through early civilizations to present day practice. Specifically students will discuss the origins of nursing through an illustrated history to develop knowledge and comprehension as to how nursing developed as a profession. Students will explore influences from the past that has shaped the profession and how they are relevant today, by comparing these developments to present day nursing. The course is designed as a chronological prism with a main focus on American Nursing. Much of the course is designed from a beautifully illustrated textbook authored by M. Patricia Donahue, PhD, RN. The compelling full color artwork emphasizes the splendor of nursing and will complement classroom discussions. In order to understand where nursing has been and where the profession is going, the student will undertake an analysis of nursing history.

NU 400
Nursing Internship and Seminar   5 cr.
This internship is a precepted clinical experience designed to facilitate the transition from nursing student to entry level baccalaureate practitioner. Students work with a baccalaureate prepared RN in a medical-surgical, maternity, pediatric, psychosocial, or acute care setting providing therapeutic nursing interventions for multiple clients. Please Note: RNs who are currently working in the field of nursing may request a waiver for this course.

NU 408
Leadership and Management in Nursing   3 cr.
Principles of leadership and management are applied to case studies that illustrate the skills needed to manage patient care and human or material resources in the health care field. Students explore strategies for exercising power to influence the politics of the work setting, professional organizations, and legislatures. Major factors in the escalation of health care costs are explored as well as the legal and ethical implications of current social policies.

NU 410
Acute Care Nursing   8 cr.
This course builds on content taught in prior nursing courses. Emphasis is placed on the application of the nursing process in providing therapeutic nursing interventions to adults with complex health problems: acute illness, multi-system disease, and trauma. Content includes the use of equipment, technology, procedures and pharmacological agents commonly used in the treatment of complex health problems. The nurse's role in providing and managing care for clients with complex alterations in health in hospital settings is addressed.

NU 411
Community Health Nursing   4 cr.
This course focuses on fostering health in the community. Cultural, socioeconomic, and epidemiological factors are considered as community specific health problems are identified. Empowering individuals, families and groups to restore and maintain health as well as prevent illness and injury is an integral component of this course.

NU 489
Senior Thesis I   3 cr.
Senior Thesis I is the first phase of a two-semester thesis sequence and provides students with an opportunity to study a specific area within their major more deeply. Students choose a topic in their respective field, and through library research, complete a comprehensive literature review that is then developed into an original research proposal in Senior Thesis II. Prerequisite: (or concurrent with) NU 306.

NU 490
Senior Thesis II   3 cr.
Developing the concept explored in Senior Thesis I, students will develop an evidence-based nursing research proposal. The outcomes of the proposal will be a scholarly paper, oral and poster presentations. Prerequisite: NU 489

Philosophy

PHL 100
Introduction to Philosophy   3 cr.
A survey of philosophical thought from pre-Socratic times to the present. Attention will be directed toward the nature of reality, theories of knowledge, ethics, religion, and politics.

PHL 104
Ethics   3 cr.
An investigation into the foundations and criteria for making ethical decisions. What constitutes moral behavior? How can one make an impact on issues that are "global" in nature?

PHL 220
Ideas, Culture and Society   3cr.
Examination and analysis of the notion of culture as it is defined in complex contexts in which power relations, economic and political interests, and ideological practices play a crucial role. Special emphasis will be placed on the distinction between ideas and ideologies, the critique of the persistence of myths in modern rationalizations of social practices, and the consideration of the notion of the self as a socially constructed entity.

Physical Education

PE 201
Theory and Practice in Coaching   3 cr.
This is the study of principles and concepts in coaching. Sport philosophy, psychology, motivation, sport management, and pedagogy will be discussed and analyzed throughout the course. Emphasis will be placed on fundamental instruction, practice organization, and understanding the problems/issues associated with coaching.

PE 208
Personal and Community Health   3 cr.
A course designed to explore the psychological, emotional, spiritual, physical, behavioral, environmental and social health aspects of everyday living. Students examine health behaviors, identifying problems and recommending areas for lifestyle changes. Students will learn to refine their decision-making skills to help them make more educated decisions on various personal and community health problems in the coaching domain. Students will become knowledgeable on health related topics enabling them to become an effective coach/educator.

PE 210
Nutrition   3 cr.
The course is designed to educate students in the scientific and applied aspects of nutrition. Students will gain scientific information, which will enhance their ability to apply these principles in any educational, school or community setting. Students will learn the importance of nutrition in its relationship to disease, different needs throughout the life cycle and food safety implications. Finally, students will be exposed to and be able to discuss current research as it relates to nutritional concepts.

PE 241
Advanced Coaching Techniques   3 cr.
This course is designed for students to build a coaching repertoire that enables them to successfully coach and administer a competitive sport team at any developmental level. Students will use Bloom's Taxonomy of Learning as a framework for developing a coaching portfolio that contains the content and methodology to develop the physical, intellectual, and affective skills of athletes. Prerequisite: PE 201.

PE 440
Coaching Capstone   3 cr.
Students demonstrate competence in planning, implementing, and evaluating athletic practices and contests. A monitored practicum is demonstrated in which students serve as assistant or head coaches of youth, interscholastic teams, or college level teams. Students develop a coaching portfolio as the culminating project for the course. Prerequisites: PE 201, PE 208, PE 210, and PE 241. In addition, students must have successfully completed PE 110 First Aid and Safety or submit a photocopy of a CPR Certification Card to the Van Loan School of Graduate and Professional Studies.

Political Science

POL110
World Politics   3cr
Provides a general introduction to processes, issues, and policies in world politics. Course moves from the

city-state politics of Ancient Greece to the current nation-state-based "multipolar" world, examining the origins of war and peace, the relationships between politics and economic life, and the rules and norms of international interaction in the era of globalization. By weighing different arguments and concepts, students will make their own assessments of the changing global political order and challenges that the international community faces.

POL 213
American Government and Politics 3 cr.
A synthesis of the theoretical, constitutional, and pragmatic aspects of the United States. Such topics as federalism, constitutional analysis, civil liberties, and contemporary politics are considered.

Psychology

PSY 100
General Psychology 3 cr.
Foundations for understanding human behavior. Study of the brain and nervous system, sensation and perception, motivation, learning, maturation and development, personality theory, abnormal behavior, psychotherapy, and social psychology.

PSY 115
Substance Abuse and Society 3 cr.
A sociological and psychological understanding of the individual and groups in American society with respect to substance abuse and addiction. Emphasis is placed on current theories, attitudes, and definitions as well as the impact of substance abuse on professionals, minorities, children, and families. The role of the criminal justice system in substance abuse is also addressed with respect to prevention and intervention.

PSY 200
Child and Adolescent Psychology 3 cr
The course provides a basis for understanding behavioral and psychological development of the child from conception through adolescence. There is also an examination of theory and research pertaining to personality and social and cognitive development.

PSY 203
Adulthood and Aging 3 cr.
Focus on the various biological, psychological and sociological changes associated with the aging process within the framework of the developmental tasks of early adulthood through the middle and later years of life.

PSY 204
Child Growth and Development 3 cr.
This course covers child development from prenatal to age six. The course examines major child development theories, states of growth, and interrelated aspects of physical, cognitive, social, emotional, and language development. Cannot be taken by students who have taken PSY 200.

PSY 220
Psychological Perspectives 3 cr
The classic writings within the field of psychology will be studied. The course will examine how these theories are applied to and expanded upon in current psychological research. Such basic human experiences as love, preju-dice, altruism, aggression, and/or communication will be studied in depth.

PSY 302
Research Methods 3 cr.
Methods and techniques of research in psychology and related fields are the focus of this course. Emphasis will be given to the development of empirical questions from theory, research design and control, construction of survey instruments, statistical analysis, and interpretation of results.

PSY 304
Psychology of Gender 3 cr.
Examination of the major psychological theories about human behavior as they have been traditionally understood, and as they have been reinterpreted as a result of research on male and female development.

PSY 305
Social Psychology 3 cr.
A scientific investigation into how social factors influence the individual's personality, attitudes, and behavior. The theory, methods, and application of current research on topics such as aggression, prejudice, conformity, leadership, and group dynamics are analyzed.

PSY 310
Abnormal Psychology 3 cr.
Investigation of the causation, development, and treatment of psychological disorders from major theoretical perspectives. Current psychiatric classification is used to examine such topics as schizophrenia, anxiety disorders, mood disorders, and other forms of psychological deviance.

PSY 317
Criminal Profiling and Threat Assessment 3 cr.
This course focuses on the theory, empirical foundations, and practice of criminal profiling (the analysis of offense characteristics to determine the distinctive characteristics of the probable offender) and Threat Assessment (the analysis of a subject's conduct, psychological functioning, and the context of the alleged threat to determine the risk of targeted violence). These issues will be addressed using a multidisciplinary, contextual approach, drawing on theory and research from psychology, law, sociology, and criminal justice. Prerequisite: An introductory Social Science course (PSY 100, SOC 101, POL 100, HMS 100, or CJ 100) or permission of instructor.

PSY 318
Forensic Psychology 3 cr.
This course will examine in depth four areas of psychology as these apply to the law and criminal justice. The areas of concentration are psychology and the courtroom; psychology and the criminal; psychology and the victim; and psychology and the law enforcement agent.

PSY 320
Theories of Personality 3 cr.
Focus on the nature, theories, and methods of investigation of personality. Major theoretical perspectives are covered, including the psycho dynamic, behavioral, cognitive, interpersonal and humanistic theories.

PSY 322
Physiological Psychology:
The Mind/Brain Connection 3 cr.
The course will take a look at the mind/brain connection by studying topics that relate to mental illness. More specifically, the course will investigate the neurophysiology of the central nervous system, sensory and motor function, and brain disorders.

PSY 323
Stress and Illness 3 cr.
Could the psychological stressors of contemporary life affect our health? We will explore the connection between the mind and the body to determine how stress can weaken our immune system, but more importantly we will study and practice ways of reducing stress in our personal lives. This is both an academic study of the psychobiology of stress as well as an opportunity to explore proactive ways of coping with stress.

PSY 325
Human Sexuality 3 cr.
Cultural and biological aspects of human sexuality with an emphasis on understanding diversity in interpersonal relations. The course will also provide opportunities for self-understanding as it relates to one's sexuality and interpersonal relationships. Prerequisite: PSY 100 or BIO 101. Warning: Students should possess a readiness for open and respectful discussion of course themes.

PSY 335
Theories of Counseling 3 cr.
This course is designed to give students a solid foundation in the theories and practices of counseling and psychotherapy in current use. Students will learn from both a practical and theoretical perspective how the predominant theories in psychology apply in clinical casework along with gaining an understanding of the personal characteristics of effective counselors and psychotherapists and the ethical and multicultural issues they encounter. Prerequisites: at least six credits in psychology.

PSY 350
History and Systems of Psychology 3 cr.
The historical and philosophical antecedents of modern day psychology will be traced. Eastern as well as Western thought will be examined in order to fully appreciate the foundations of contemporary systems of psychology such as Behaviorism, Psychodynamic, Gestalt and Humanism.

PSY 410
Contemporary Issues in Psychology 3 cr.
Examines contemporary issues from varied perspectives within the field of psychology. Students will investigate selected subjects with an emphasis on the most recent research in the field. Prerequisites: PSY 100, junior class status, or permission of instructor. Students may take more than one section of this course as long as the course content is new.

Religion

REL 104
World Religions 3 cr
A survey of major world faiths, focusing on beliefs and teachings concerning God, humanity, the world, concepts of salvation and destiny. The course also explores worship

and cultural contribution of the various religions, as well as their influences in the world today.

Research Project

BUS/LST/PSY 479 A/B
Research Project   3 cr./per A and B
A comprehensive research project that requires students to apply academic theories to professional work environment. The project is planned and supervised by faculty. Scheduled group sessions provide the opportunity for students to reflect upon their experiences and learning. Students will be responsible for outside reading and writing assignments designed to integrate theory and practice in their research. Prerequisite: Successful completion of Senior Thesis I.

Senior Thesis

BUS/LST/PSY 489
Senior Thesis I   3 cr.
Senior Thesis I is the first phase in the Research Project. Students choose a research topic in their fields and, through library research, write a comprehensive literature review that is then developed into an original research project. Senior Thesis I also synthesizes the research project with prior and future course work, providing students with the opportunity to study a specific area of their major more deeply. (Permission required.)

BUS/LST/PSY 490
Senior Thesis II   3 cr.
The culminating project requires students to integrate skills and knowledge acquired over the course of the program, both in the classroom and the field to answer a question or solve a problem related to the research project concentration area. Prerequisite: *Successful completion of Senior Thesis I and Research Project A and B.*

Sociology

SOC 101
Introduction to Sociology   3 cr.
A systematic approach to the understanding of social life. The process by which society emerges, the nature and variety of social groups and organizations, and the development and functioning of major institutions will be critically examined.

SOC 215
The Family   3 cr.
A study of the American family in the process of adaptation and change: mate selection, commitment and marital adjustment, conflict resolution, single-hood, alternative lifestyles, dual-career marriages, parenthood, divorce, and the family in various stages of development.

SOC 302
Social Problems   3 cr.
The study of deviant behavior, social inequality, societal disorganization, and environmental crises. Emphasis is given to the relation between social problems and the structure and values of modern American society. Current and alternative solutions to societal problems will be analyzed. Prerequisites: SOC 101 and junior year status, or permission of the instructor.

SOC 315
Social Psychology   3 cr.
A scientific investigation into how social factors influence the individual's personality, attitudes, and behavior. The theory, methods, and application of current research on topics such as aggression, prejudice, conformity, leadership, and group dynamics are analyzed.

Spanish

SP 101
Elementary Spanish I   3 cr.
For students who have studied little or no Spanish before. This course introduces the foundational elements of the Spanish language, with a focus on the acquisition of basic communicative skills (speaking, listening comprehension, reading and writing) as well as knowledge of Hispanic cultures around the world. Prerequisite: *one year or less of high school coursework in Spanish.*

SP 102
Elementary Spanish II   3 cr.
This course is a continuation of SP 101 and further develops conversational skills and grammar knowledge in the Spanish language. Focus on the acquisition of communicative skills (speaking, listening comprehension, reading and writing), in addition to examination of topics related to Hispanic cultures around the world. Prerequisite: *SP 101 or one to two years of high school Spanish coursework.*

SP 201
Intermediate Spanish I   3 cr.
This course is a continuation of SP 102. Emphasis is on communicative and interactional competence in Spanish by increasing grammatical proficiency, vocabulary knowledge, and conversational skills. Students will expand their knowledge of the Spanish language and Hispanic cultures by working with authentic texts and audio-visual materials, and through the production of compositions and oral presentations. Prerequisite: *SP 102 or three or more years of high school Spanish coursework.*

SP 202
Intermediate Spanish II   3 cr.
This course is a continuation of SP 201 and builds on previously acquired linguistic and cultural knowledge. Advanced grammatical structures (subjunctive,perfect tenses, etc.) will be addressed. Topics connected to the Spanish speaking world are examined via a variety of authentic Spanish-language media and readings. Emphasis is placed on good command of grammar and sentence structure, as well as on communicative and interactional competence (e.g., oral production and listening comprehension skills). Compositions, oral presentations. Prerequisite: *SP 201 or two or more years of high school Spanish coursework.*

SP 205
Cultural Introduction to Spain   3 cr.
(Offered in Spain)
The study of the culture of Spain helps the student acquire a deep awareness of both the cultural unity and diversity of the people in Spain. Major themes of Spanish culture and thought are presented in historical context and brought to life through guided tours and visits to churches, synagogues, museums, palaces, and many other sites significant to understanding present-day. In addition,

survival Spanish and grammar will be introduced according to the student's level and need. *Taught in English.*

SP 301
Advanced Spanish I   3 cr.
Focus on improving advanced communicative skills through oral presentation and conversational interaction. Taught in Spanish, the course further develops interactional communicative competence in the language with an emphasis on advanced oral production, vocabulary expansion, and accurate grammar and sentence structure. Students will also expand their knowledge of Spanish-speaking cultures through spoken interpretation of film, art, literature, and modern media. Prerequisites: *SP 202, SP 300, or four or more years of Spanish coursework.*

SP 302
Advanced Spanish II   3 cr.
Focus on fine-tuning advanced communicative skills through written expression and literary analysis. Taught in Spanish, the course further develops interactional communicative competence in the language with an emphasis on writing skills and reading comprehension. Attention is paid to vocabulary expansion, accurate grammar and sentence structure, and deepening knowledge of Hispanic cultures through written analysis of Spanish-language film, art, literature, and modern media. Prerequisites: *SP 202, SP 300, or four or more years of Spanish coursework.*

SP 307
Spanish Culture and Civilization   3 cr.
(Offered in Spain)
Students are introduced to the general historical and social background upon which the complex reality of present day Spain is built. The course will focus especially on the plurality of cultures – Christian, Jewish, and Muslim – which constituted Medieval Spain and makes Spanish history so unique. This is an advanced Spanish course taught in Spanish, suitable for American study abroad students. *Taught in Spanish.*

SP 310
The Cinema of Spain   3 cr.
(Offered in Spain)
An introduction to contemporary Spanish cinema, this course will acquaint with the historical and cultural contexts of Spanish film. Students will explore and analyze the works and artistry of prominent Spanish filmmakers. *The class will be taught in Spanish with the goal of increasing fluency in Spanish.*

SP 410
Spanish Literature and Performing Arts   3 cr.
(Offered in Spain)
The aim of this course is to read, analyze, and discuss contemporary works of Spanish literature that are also currently being performed in theaters or that have been adapted to screen versions. A major aspect of the course will be to study and compare those plays that are representative of each century. The students will be expected to attend many of the performances. *Taught in Spanish.*

Course Descriptions
– Graduate –

Applied Behavior Analysis

ABA 500
Practicum in Autism and
Applied Behavior Analysis   **3 cr.**
Students will gain practical experience in the design and implementation of skill acquisition and behavior reduction programs with children diagnosed on the Autism Spectrum. All students will work at one of the IBS Partner Schools, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by employees of the Partner School who serve as Adjunct faculty within the Institute for Behavioral Services (IBS) of Endicott College.

ABA 510
Conceptual Issues in Education   **3 cr.**
Within this course the definition and characteristics of applied behavior analysis will be reviewed. Students will learn the distinction between behaviorism and the experimental analysis of behavior and applied behavior analysis. Additionally, critical terms, definitions and concepts in applied behavior analysis will be reviewed. Journal articles from the behavior analytic literature will be used to emphasize the interrelationship between behavior analytic principles and effective education and clinical treatment. General principles will be reviewed in class.

ABA 525
Basic Principles of
Applied Behavior Analysis   **3 cr.**
Within this course the definition and characteristics of applied behavior analysis will be reviewed. Students will learn the distinction between behaviorism the experimental analysis of behavior and applied behavior analysis. Additionally, critical terms, definitions and concepts in applied behavior analysis will be reviewed. Journal articles from the behavior analytic literature will be used to emphasize the interrelationship between behavior analytic principles and effective education and clinical treatment. General principles will be reviewed in class. Students will be required to identify their own area of concentration and (e.g., curricular-based interventions for the treatment of children with developmental disabilities) with the support of the instructor, refine their skills in area of primary interest.

ABA 534
Measurement and Experimental Evaluation
of Behavioral Intervention   **3 cr.**
This is an initial course in the use of single subject research methodology within Special Education. It includes an overview of behavioral measurement, single subject research designs, and methods of data analysis. Single case experimental designs are a hallmark of applied behavior analysis. These designs operate to demonstrate functional relationships between adjustments in independent variables and their effects upon dependent variables in applied research. This course will examine theoretical and practical issues in experimental design and control and will provide educators with a "framework" in the form of practical applications of research methodology involving direct observation and single-subject designs to examine the effects and evaluate the efficacy of interventions. It will introduce students to a natural science approach to designing, conducting, and critically evaluating research involving applications of the experimental analysis of behavior to problems and needs of individuals in educational, clinical, and community settings.

ABA 541
Behavioral Assessment   **3 cr.**
The purpose of this course is to introduce students to issues related to: functional assessment and analysis, social validity, treatment integrity, and stimulus preference assessment. The primary focus of this course will be that of Functional Assessment and Analysis, of which we will cover the three general approaches currently in use: 1) Indirect or anecdotal methods (checklists, rating scales, and questionnaires), 2) Descriptive analysis (scatter plot, ABC analysis, interval and time sampling methods), and 3) Functional analysis (experimental methods, brief functional analyses). The course content is based on current state-of-the-art procedures in applied behavior analysis and will include a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analyses. Emphasis is placed on helping students understand the conceptual issues that led to the development of the assessment methodology and the practical issues in conducting such assessments. In addition, emphasis is placed on providing students with an understanding of the procedural and conceptual issues surrounding intervention development for children with severe behavior problems following functional analyses. Particular emphasis will be placed on reinforcement-based interventions and dimensions of reinforcement.

ABA 550
Practicum in Autism and
Applied Behavior Analysis   **3 cr.**
Students will gain practical experience in the design and implementation of skill acquisition and behavior reduction programs with children diagnosed on the Autism Spectrum. All students will work at one of the IBS Partner Schools, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by employees of the Partner School who serve as Adjunct faculty within the Institute for Behavioral Services (IBS) of Endicott College.

ABA 554
Behavior Change Procedures
and System Supports   **3 cr.**
This course will focus on behavioral methodologies and their application to applied settings such as public and private schools, home-based services, and adult service agencies. The course will also cover a basic introduction to communication training using introduction to Organizational Behavior Management (OBM) as it relates to systems support.

ABA 565
Ethical Issues in Behavior Analysis   **3 cr.**
This course was designed to provide students with an overview of the topic of professional ethics, including a review of those factors leading to the need for the application of such standards to our field. Students will review the Guidelines for Responsible Conduct published by the Behavior Analysis Certification Board and related documents. Ethical issues outlined in the Behavior Analyst's Certification Board's Task List will be reviewed in the context of this class (http://www.bacb.com/). Additionally, the student will become familiar with the standards related to Evidence Based Practice and why this is important in our field.

ABA 580
Innovative Practices in Education   **3 cr.**
The course is designed to enhance knowledge and explore current educational techniques for educators. Topics include: student self-assessment, teacher assessment of effectiveness of educational practices, cooperative learning, mentoring, the use of technology as a supportive tool, and home and school communication. Key focuses will include: (1) overarching strategies to support Special Education Students (SPED) and English Language Learners (ELL) students, community involvement models, and exploring how to close learning gaps in the educational system. Course will research and evaluate how to facilitating a successful learning models for "all" students from various cultures and backgrounds and how to support these students in becoming valued members of the community.

ABA 701
History of Behavior Analysis 3 cr.
The History of Behavior Analysis provides the student with a comprehensive overview of the evolution of the field of Behavior Analysis. Students will trace the initial conceptual development of the field from the writings of Watson and Pavlov to the more contemporary works of Baer, Wolf and Risley. Having an appreciation for the history of the field will serve the students to better understand the challenges faced by current and future professionals.

ABA 705
Behaviorism and the Philosophy of Science 3 cr.
The application of science to the study of human behavior was paradigm shift in the study of why people do what they do. The philosophy of this perspective is "behaviorism," a unique way of thinking and viewing the world both outside and inside the skin. Students in this course will study the work of Skinner and Chiesa and learn their definitions of radical behaviorism, how it differs from earlier schools of psychology, and how this philosophical perspective influences how we view the world and behavior in it.

ABA 710
Conditioning and Learning   **3 cr.**
The course will provide an overview of basic behavioral processes. Presents information relating to human and nonhuman learning with a focus on the experimental analysis of behavior. Topics covered include environmental feedback mechanisms, schedules of reinforcement, establishing operations, multioperant performances, discriminative stimulus control, stimulus equivalence, rule-governed behavior, behavioral pharmacology, and remembering/forgetting. The course also focuses on research methodologies and the critical analysis of research. Students apply their skills using computer-based simulations of laboratory experiments.

ABA 715
Verbal Behavior and the
Science of Human Behavior   **3 cr.**
This is a Doctoral seminar on the theoretical basis of the analysis of the verbal behavior as it relates to the Science of Human Behavior. The course will focus primarily on the seminal work of B.F. Skinner and his book Verbal Behavior (1957). The course will cover the biological, environmental, and motivational factors affecting human verbal behavior. Structural and developmental issues, as well as implications for language training and remediation are integrated throughout the course. Criticisms of Dr. Skinner's work are examined, along with current empirical and conceptual advances in research and theory.

ABA 720
Professional and Ethical Issues
in Behavior Analysis   **3 cr.**
This course will familiarize the student with ethical issues and responsibilities of behavior analysts. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and law will be explored.

ABA 730
Research Methods and
Applied Behavior Analysis   **3 cr.**
The field of science promotes controlled research as an important tool for investigating the phenomena of interest. The same holds true for the scientific study of human behavior. Research methodology is used by behavioral researchers to identify functional relations among variables and behavior. In this course, students will learn the reasons for research being the best method for determining functional relations. They will also learn the fundamental characteristics of good research design (e.g., internal validity, reliability, etc.), and use this information to critique published research studies. Lastly, students will study in depth a particular aspect of research and present to the class on this topic.

ABA 735
Advanced Seminar in
Applied Behavior Analysis Research   **3 cr.**
The profession of Applied Behavior Analysis has often been described as both a methodological and conceptual enterprise. A common feature among its many applications is a unique approach to experimental research and program evaluation: commonly referred to as "single-subject design." The purpose of this course is to review those elements common to the research model used in Applied

Behavior Analysis and to evaluate the applicability of such techniques to various populations and settings.

ABA 740
Analysis & Intervention in
Developmental Disabilities   **3 cr.**
Much progress has been made in the assessment and treatment of developmental disabilities. This course will survey the changes in how developmental disabilities are categorized, conceptualized, and treated. Special attention will be paid to the distinction between intellectual disability and other disabilities and to the definition of autism spectrum disorders.

ABA 745
Experimental Design and Analysis   **3 cr.**
Research design is crucially important for the field of behavior analysis. Through carefully controlled research studies, behaviorists have been able to identify the fundamental principles of behavior and moved explanations of behavior from traditional introspective viewpoints to environment-based causes. To continue to identify principles of behavior, careful experimental design and the analysis of results must continue to be applied following scientific standards. In this course, students will further learn about the complexities of experimental analysis and careful measurement and analysis of results.

ABA 750
Advanced Seminar in
Technology of Teaching   **3 cr.**
The science of behavior has discovered many laws that govern and influence behavior. A large part of that discovery has been identification of the principles under which learning can be maximized. The application of behavioral principles to the field of education has revolutionized the classroom. In this course, students will first review the principles of learning as they apply to learning. Next, students will study different models for the application of behavioral science to the field of education, learning specific models of educational delivery, that are all conceptually systematic to the science of behaviorism.

ABA 800
Skinner's Behaviorism   **3 cr.**
The application of science to the study of behavior was a major paradigm shift from the field of psychology up to that point. John Watson and B.F. Skinner were the initial proponents of such thinking, and their efforts propelled the science to what it is today. In this course, students will read the original texts of Skinner to understand the prevailing thinking at that time, and what led Skinner to propose a scientific analysis of human activity. The texts in this course offer insights to Skinner's rationale for such an approach, and how it can be used to study a wide range of behaviors and situations. Students will learn how the scientific study of human behavior can explain different events in a way that results in relinquishing traditional theoretical perspectives on why people do what they do.

ABA 805
Applied Behavior Analysis in Education   **3 cr.**
Behavior analysis has much to contribute to the field of education. The scientific analysis of behavior has discovered many principles of learning that have direct relevance to education and training of all types of learners. Education based upon the behavioral sciences can yield better learning, faster learning, with better generalization and maintenance. In this course, students

will read about educational practices based on a strict application of behavior analysis, reviewing research that shows the power of this technique across a wide range of content area and learners.

ABA 810
Principles of Public Policy   **3 cr.**
This course will explore the "who, what, where, why and how" of public policy. The course will begin with some discussion on the nature and rationale of public policy and how an idea actually becomes part of a policy agenda. The second section will address the process, structure, and context of policy making and the complicated system of "actors" (both official and unofficial) and institutions that establish and implement public policy. The third segment will focus on the rules, strategies and culture of policy development and the role of position, power, language and politics in achieving implementation. Various short case studies will illustrate how policy issues have been addressed – sometimes well and sometimes poorly

ABA 812
Analysis of Legislative Behavior   **3 cr.**
This course will examine the role of legislatures and the behavior of the members at both the state and federal level. The first part of the course will provide a historical review and analysis of how legislatures operate, the procedures by which they make laws, how they interact with the other branches of government and constituents. Considerable attention will also be directed toward discussing the "rules of the game" and procedural changes which have occurred over time. We will also examine the electoral process and the underlying contingencies that influence how and why legislators and voters make their decisions, and how those decisions affect policy outcomes. Throughout the course, we will rely on real time events and issues to validate what is covered in class.

ABA 814
American Politics and
Governmental Organizations   **3 cr.**
This course will examine the politics, institutions and processes which occur at the federal, state and local level and the impact that our American system of government has on each of us. Ironically, most of the media and public attention is directed toward Washington, yet the decisions made by state and local governments have a greater impact on most people's daily lives. The goal of this course is to provide an overview of the role and operation of the various governmental entities, to highlight the similarities and differences which occur at the local, county, state and federal level, and to review how these variations ultimately shape the politics, policies and outcomes which are achieved.

ABA 820
Personnel Training and Development   **3 cr.**
In behavior analytic careers, leaders must train both the skilled implementers of this generation and the next generation of leaders. To remain conceptually systematic, the training and development activities should be done from a behavior analytic framework and with behavior analytic tools. In this course, we will review several state-of-the-art systems for training staff and for implementing an organization-wide approach to training. We will also address methods for assessing the success of training, for monitoring drift, and for ensuring continued growth and expansion of training foci.

Graduate courses

ABA 825
Effective Consultation and Collaboration 3 cr.
Intervention in autism requires collaboration across different disciplines and with many varied team members. Nearly all individuals with autism receive a combination of services, including ABA, speech therapy, and OT. It is imperative that services be delivered in an integrated and collaborative manner, to maximize outcomes. Behavior analysts working on teams strive to ensure that data guides decision-making, and use data to assess the impact of all treatment choices. Teams we consult to or collaborate with do not always share such goals, and successfully intervening with collaborators requires a complex skill set. In this course, students will learn how to work effectively in a trans-disciplinary model, how to develop joint goals with professions from multiple disciplines, and how to effectively work as a member of a collaborative team. Furthermore, the course will review elements of successful consultation. Specifically, we will review how to define goals, provide interventions, and monitor the success of consultation. The emphasis will be on working in and with these teams to shape data-based decision making and the use of empirically verified treatments. Collaboration with parents will also be highlighted. Students will also be taught how to define roles, provide recommendations and negotiate differences of opinion and systemic limitations. Consultation will also be reviewed in the context of effective intervention and behavior analytic best practices.

ABA 830
Understanding the Tenets of
Positive Behavioral Support Approach 3 cr.
Positive behavior support has received a great deal of attention for its potential contribution to the treatment of challenging behaviors in learners with special needs. In this course, students will study seminal works in PBS, and will identify the core characteristics, values, and foci of PBS interventions. In addition, we will explore the application of PBS to a variety of populations and settings. Students will become fluent in the philosophy and theoretical underpinnings of PBS.

ABA 835
ABA and PBS – Derived, Related or
Independent Approaches 3 cr.
PBS has been touted as both an extension of ABA and as independent of ABA. In the first course in this sequence, students became very familiar with the philosophy and application of PBS. In this course, we will examine the relationship between PBS and ABA. Students will explore the shared and discrepant characteristics of PBS and ABA, and will address how each approach handles some centrally important issues such as outcome and quality of life. Students will be required to critically evaluate the approaches and argue for their independence and their connection. An ABA formulation of the philosophy and goals of PBS will be developed.

ABA 840
Behavior Analysis in
Developmental Disabilities 3 cr.
The purpose of this course is review nearly three decades of research included in Iwata, B. A., Bailey, J. S., Neef, N. A., Wacker, D. P., Repp, A. C., & Shook, G. L. (Eds.). (1997) Behavior Analysis in Developmental Disabilities (3rd ed.). Children and adults with developmental disabilities present an array of challenges. The articles in this third edition trace a behavior-analytic response to these challenges. Early papers focus on defining procedures for describing and measuring patterns of behavior and on strategies for defining functional relationships between environmental events and changes in behavior. Our understanding of basic principles has allowed attention to the key questions facing children and adults with developmental disabilities. Together, the articles provide an accessible vision of a field that has both struggled to understand the lawful relationships between behavior and environment and applied this knowledge to make substantive improvement in the lives of people with disabilities.

ABA 842
Behavioral Approaches to Treatment 3 cr.
The application of science to the study of behavior has yielded a rich technology of treatments and strategies that have been demonstrated to be effective. The emphasis on research design and quantification of results have developed a rich literature supporting the effectiveness of the techniques that derive from a behavior analysis and are conceptually consistent with the fundamentals of behavior discovered through behavioral science. This course will review behavioral approaches to treatment in two ways – from a global, conceptual perspective, as well as an examination of particular methodologies. The perspective throughout this course will be one of behavior analysis.

ABA 860
College Teaching Practicum 3 cr.
This course will focus on practical issues and methods for teaching in the college environment. It will focus on selection and use of teaching materials; course structure and development of instructional sequences; the role of lecture, discussion, and active participation; student evaluation and grading practices; and student motivation. Students will design the course material and teach an undergraduate or M.Ed. course under the supervision of their Dissertation Chairperson.

ABA 865
Research Tool Demonstration 3 cr.
Traditionally, Ph.D. programs required the Doctoral student to demonstrate fluency in two or more romance languages in order for the student to have the ability to read the classics and benefit from previously published research. With the evolution of technology, this standard has given way to the need for modern students to demonstrate competency in the contemporary tools necessary to function as a successful Behavior Analyst. Research tools can include computer-programming skills, the use of alternative language systems such as American Sign Language or Braille, web-based data collection/graphing systems, or computer educational management systems. This course is designed to assess the student's demonstrated competency in the use of a minimum of two such research tools. Research tools are designed to provide the candidate with a proficiency in a restricted content area that is essential to their ability to function as a professional Behavior Analyst. It is the responsibility of the student's Dissertation Committee to specify the tools that the student will use to meet this standard.

ABA 870
Research Project 3 cr.
The course consists of supervised experience in the development and conduct of an empirical problem oriented research project related to the assessment and modification of behavior with various types of clients/settings. Under the supervision of their Doctoral Advisor, students may begin this project at any time during their academic tenure in the Ph.D. program, prior to enrolling in this one semester course. The focus of these activities may include assessment interviews and observations, analysis of controlling variables within the immediate environment of the client, assessment of resources for change, and the implementation and evaluation of behavior change procedures for whom previously demonstrated evidence based interventions have failed. Students will give oral presentations and evaluation to the faculty supervisor and fellow doctoral students on a regular basis during research conferences. The expectation of this course is the production of a formal manuscript submitted for publication and/or presented at a professional conference.

ABA 885
Qualifying Examinations 3 cr.
Qualifying examinations are designed to provide an opportunity for the student to demonstrate proficiency in two topical areas of study within Behavior Analysis, and a third examination required in the area of Research Methodology. The student, in conference with the Dissertation Committee, should define the two areas of the research and professional literature that is appropriate for intensive study. Academic competence in these areas may then be demonstrated by the completion of essay examinations, which are read and evaluated by the Dissertation Committee and one independent reader selected by the Dissertation Committee from members of the graduate faculty, or the fourth member of the Dissertation Committee as approved by the Van Loan School of Graduate and Professional Studies.

ABA 890
Doctoral Dissertation and Review Paper 12 cr.
This course will provide the structure for designing, conducting, writing, and presenting dissertation research. Students will meet individually with their Dissertation Chairperson and will attend a general research meeting at least monthly. Formal presentation and discussion of the dissertation research will take place during these research meetings. Based on the standards outlined in the Student Handbook, the student will write and present their final Dissertation in a meeting open to the Endicott Community.

Accounting

ACCT521
Financial Reporting and Analysis 3 cr.
This course is designed to provide the analytical framework needed to understand and evaluate financial statements, employ and interpret financial ratios, and perform basic financial analysis. We will examine the current financial statements and ratios of companies to assess their profitability and risk and to identify the connections between their strategic decisions and their financial footprints. "Profit" is examined through a critical lens.

ACCT550
Taxation 3 cr.
Part of being financially savvy is having an understanding of how taxation affects business decisions e.g., forming a corporation and raising capital, operating the firm, distributing cash to shareholders through dividends and

share repurchases, expanding through acquisition, and divesting lines of business. Taxes have a direct impact on cash flow and often divert 30 to 40 percent of the firm's pretax cash flow to the government, effectively making the government the single largest stakeholder in many firms. Having an understanding of taxation and how firms plan accordingly is important for just about any career path you choose. Topics include the philosophy of taxation, income determination, deductions and credits, acquisition and disposition of property, and related gains and losses examined through the eyes of taxable entities (i.e., individuals, C corporations, S corporations and partnerships).

ACCT560

Managerial Cost Accounting 3 cr.
This course studies the fundamentals of cost accounting within an industrial organization. The accounting functions relative to materials, labor, and factory overhead are treated in detail. Job order and process cost systems are fully explored. Topics include budgeting, product costing, activity-based costing, activity-based management, standard costs, cost variance analysis, cost estimation and prediction, cost-volume-profit analysis, performance measurement, non-manufacturing cost analysis, cost allocation, and transfer pricing. The material is examined from the perspective of students preparing to use management accounting information as managers, to support decision making (such as pricing, product mix, sourcing, and technology decisions) and short and long-term planning, and to measure, evaluate, and reward performance.

ACCT570

Intermediate Accounting 3 cr.
This course extends many of the concepts introduced in Accounting. The goal is to enable you to become more knowledgeable, skeptical consumers of financial information by teaching you to (1) understand and be able to reconstruct the accounting that produced the numbers you see in financial statements and the financial press, and (2) anticipate circumstances where financial information is likely to be biased or imprecise, in part by understanding the alternatives that were available at the time that a choice among accounting treatments was made. It gives students the opportunity to understand how management decisions can influence reported income, asset, and liability values, and offers students the tools necessary to analyze the impact of alternative reporting decisions on financial statements.

Art

ART 510

Visual Art & Cultural History 3 cr.
The course explores the production of art from prehistory (40,000 BCE) through the 21st century. The examination and breakdown of art from a variety of cultures and geographic regions is a main focus of the course. Students are introduced to the conventional designations of stylistic periods, treatment of major works, and artists in this span of time, and familiarize the student with the traditional methods of Art History and research skills.

ART 520

Drawing & Composition 3 cr.
Drawing strategies for visual representation, mark-making, and interpretive skills are explored in this foundational drawing course. A focus will be on "traditional" still-life, landscape, and figurative sources. Students explore both freehand and technical techniques in the development of figure to ground perspectives. One, two, and three point perspective drawing is examined. Mixed media techniques and use of black and white charcoal, pencil, and inks.

ART 530

Foundations of Design 2 cr.
The main focus of course is the development of fundamental proficiencies in design theory, language, and visual communication techniques. Projects will emphasize the elements of design (line, shape, tone, texture, color, scale, etc.), principles of two dimensional and three dimensional design, and the basic principles of composition (balance, rhythm, unity, contrast, etc.), as well as the implications and applications of these proficiencies as they pertain to design. Students will apply fundamental drawing and technical drawing skills to a variety of studio projects.

ART 540

Architecture and Interior Design History 3 cr.
A history of Western and Non-Western and American architecture, interior design, furniture, and decorative arts from pre-history, including appropriate references in ancient, medieval, Renaissance and oriental forms and styles to contemporary 21st century. Domestic architecture and interiors and their furniture will be emphasized. Periods covered from American Neo-Classical through the 21st century (1790–present).

Athletic Administration

See "Master's/Athletic Administration

Autism

AUT 527 Introduction to
Autism Spectrum Disorders 3 cr.
It has been more than fifty years since the social and communication differences characteristic of autism were first described by Leo Kanner. During this time, research has produced a wealth of knowledge about the complex developmental processes involved in autism. The triad of impairments in social relationships, communication, and behavior and their relationship with the idiosyncratic profile of cognitive strengths and weaknesses will be discussed in this course. This course will provide a framework for understanding these developmental differences in children with Autistic Spectrum Disorders (ASD). The definitions and critical features of autism spectrum disorders will be delineated. The learning, behavioral, and social characteristics of autism will be highlighted. In addition, we will review the state-of-the art means of diagnosis and assessment of ASD.

AUT 537

Developing Individualized
Goals for Learners with Autism 3 cr.
Learners with autism have significant deficits in many areas. Effective programming requires comprehensive goal setting, clearly defined objectives, and ongoing assessment of progress. Several useful resources will be reviewed for their utility in assessing the individual and guiding goal development. These include the ABLLS-R and the VB-MAPP. In addition, the importance of func-

tionality as a guide for curricular progression throughout the lifespan will be reviewed. The development of Community-relevant skills and independence will be included.

AUT 570

Understanding and Remediating Communication
Deficits in Learners with Autism 3 cr.
Communication deficits are a hallmark characteristic of autism spectrum disorders. In this course, students will learn about the variability and complexity of difficulties in communication, including vocal and non-vocal communication. Alternatives to vocal communication will be discussed. Students will learn how such deficits can be assessed, prioritized, and addressed through effective goal setting and objective evaluation of progress. Students will be introduced to the verbal behavior classification system as a way to conceptualize core communication skills.

AUT 571

Understanding and Remediating Social and
Play Skill Deficits in Learners with Autism 3 cr.
Social and play skills are among the most difficult to teach, and are the areas in which clinicians have made the most modest gains. In addition, many intervention strategies used are not empirically validated. Furthermore, many treatments are used as packaged interventions, making it difficult to isolate the effective elements of instruction. More recent ideas about "best practices" in educational and clinical approaches to assessment and intervention in these areas will be emphasized. Students will explore empirically validated treatments and evidence based practice issues related to intervention in the realms of play and social skills.

AUT 574

Evidence Based Practice 3 cr.
Autism is a fad magnet. Pseudo-scientific and anti-scientific treatments abound, and claims of effectiveness are often made with no regard to empirical evidence. In this context, it is imperative that professionals understand the state of evidence for different interventions, and develop skills to evaluate claims. Students will learn the criteria for what constitutes effective intervention. Students will learn the criteria for what constitutes effective intervention. Students will learn the process for finding evidence and for discriminating baseless claims from true scientific evidence. Finally, students will rate the existing evidence for commonly applied treatments.

AUT 578

Effective Collaboration Across Disciplines 3 cr.
Intervention in autism requires collaboration across different disciplines. Nearly all individuals with autism receive a combination of services, including ABA, speech therapy, OT, and others. It is imperative that services be delivered in an integrated and collaborative manner, to maximize outcomes. The unifying thread across disciplines is data-based decision making. At the level of the individual, the team must assess the impact of all treatment choices. Students will learn how to work effectively in a trans-disciplinary model, how to develop joint goals with professionals from multiple disciplines, and to effectively work as a member of a collaborative team. In addition, students will learn to evaluate the quality of evidence for any approach and sort through the plethora of treatment claims that bombard parents and professionals. Furthermore, students will learn effective methods for training skills in staff members.

Graduate courses

AUT 584
**Measurement and Experimental Evaluation of
Behavioral Intervention II** 3 cr.
In this course, the student will prepare for their experimental master's thesis. At the completion of this course, the student will have their data analyzed and interpreted. An oral presentation and defense of the project will be required.

Business Administration

BUA 504
Entrepreneurial Endeavors 3 cr.
This course provides resources for the design and execution of new business ventures within organizations, between organizations, and on an individual basis. The implications of the entrepreneurial experience and its influence on structure, function, and operation of the evolving firm will be examined in several contexts. Objectives include: to understand and appreciate the skills required to act as an entrepreneur to construct a framework for understanding the entrepreneurial process to assess the resources required for an entrepreneurial venture to assess the management and human resource needs of an entrepreneurial venture, and to understand the methods of harvesting the value of an entrepreneurial venture.

BUA 507
Organizational Behavior 3 cr.
This course is a comprehensive survey of the dynamics of behavior in organizations. It examines individual and group behavior, motivation, leadership styles, conflict, organizational culture, and the process of change in organizations. Through case studies and group exercise, the course emphasizes an analytical approach. One of the key features of this course is an Organizational Behavior audit that requires students working in teams to conduct a full audit of central Organizational Behavior topics at a local business and then to report the findings in a formal report and presentation.

BUA 508
**Corporate Social Responsibility
and Business Ethics** 3 cr.
This course examines ethical decision making in the organizational context. It explores the issues that relate to defining the ethical dimension of the business or management decision, considering various alternatives for action, weighing the rights of various stakeholders, as well as evaluating the consequences that arise from a particular decision. The course also examines the business organization as a social institution. The firm is viewed in the context of the larger society with corresponding roles and responsibilities that arise as a social institution.

BUA 510
Accounting from a Manager's Perspective 3 cr.
The objective of this course is to introduce students to the accounting process and systems and key financial statements for appropriate managerial decision making. The accounting of balance sheet and income statement items are examined in depth in accordance with the Generally Accepted Accounting Principles (GAAP). The course also examines managerial accounting concepts for preparation and interpretation of internal financial information. In this course, students develop skills in analyzing and recording business transactions to prepare financial statements, using the accounting equation to understand various components of the financial statement, and the

relationships among financial statements to evaluate the performance of a business.

BUA 515
Managerial Finance and Decision Making 3 cr.
A study that emphasizes the financial issues that managers of business units of all sizes face in risk management, valuation, financing, and investment decisions. Analysis is built around the objective of balancing the multiple demands and interests of a variety of stakeholders: shareholders, management, suppliers, distributors, employees, the local environment and others. Topics will include examination of areas affecting business investment decisions (with measure of risk and profitability), analysis of corporate financial information, forecasting and budgeting, management of assets and liabilities, cost allocation, variance analysis, cash flow management, and capital budgeting. The course employs a multi-functional approach to managerial decisions.

BUA 518
**Legal, Ethical, and International
Environment of Business** 3 cr.
The phenomenon of globalization has affected virtually every aspect of business. In the interconnected and interdependent global economy, commercial transactions and international financial contracts have proliferated. Yet, the world is an assortment of more than 300 jurisdictions, each with its own rules and regulations. This has resulted in a complex international legal environment, often tangled with inconsistent legal rules and unpredictable judicial interpretative actions. Within this context, this course provides an overview of the legal aspects of international business transactions and will introduce students to the international legal framework. We will examine topics central to international business law, from the role of comparative law, to the laws governing multinational enterprises foreign investment money and banking and sales of goods, services, labor, transportation, financing, and taxation. We will critically evaluate the substantive principles of law in relation to intellectual property rights, consumer protection, international sale of goods, and transnational dispute resolution by mediation, arbitration, and litigation. This will include consideration of the impact of law on international trade, globalization and regionalism, and the global monetary system. The course will also examine how globalization, deregulation, and technology create a highly competitive environment that affects the operational purpose and future of human resource management.

BUA 520
Managing in the Evolving Workplace 3 cr.
This is a foundational course for understanding and applying the practices of management in complex, rapidly changing global organizations. This course seeks to develop an understanding of the larger context in which business organizations operate. Political, social, legal, public policy, regulatory, and environmental contexts are covered accordingly. Also, this course will develop an understanding of traditional notions of the business organization, as compared with new management paradigms that create shared visions, employee empowerment and cross-functional, self-managed teams. Key topics surveyed include: The Role of Technology in the New Economy The Wisdom of Teams A Stakeholder Model of Corporate Responsibility The Learning Organization Knowledge Management Strategic Management in the Global Economy.

BUA 521
Financial Reporting and Analysis 3 cr.
This course is designed to provide the analytical framework needed to understand and evaluate financial statements, employ and interpret financial ratios, and perform basic financial analysis. "Profit" is examined through a critical lens. Students learn how to use financial statements to evaluate a company for investment and/or merger and acquisition purposes. The material is presented in the context of the following business perspectives: the ethical dimensions globalization implications political, social, legal, and regulatory issues and technological change.

BUA 525
**e-Commerce and Evolving
Business Practices** 3 cr.
This course examines the new and changing technologies and issues in the business world as the use of the internet-based tools and services has become common place. This course investigates the rapidly evolving practices in business and examines the short and long-term impact on organizational culture, primary markets, policies, and procedures. It also looks at the management structure.

BUA 527
Financial Management and Control 3 cr.
This course is an applied financial and managerial accounting course. Principles of financial and managerial accounting are developed and used to examine the difficult strategic and operational decisions. The general objectives of this course are to provide the manager with the financial and managerial accounting theory, concepts, and tools necessary to make better financial management decisions and to enable the student to make sound judgments regarding financial analyses performed by others.

BUA 529
Project Management 3 cr.
This course focuses both on the analytical tools to manage projects as well as the people management tools necessary for project success. The entire process of implementing a project, from project definition to the evaluation of feasibility, scheduling, and financial and budgetary factors is examined in detail. Contemporary management techniques, based on Project Management Institute (PMI) current practices are used in case analyses to deepen student understanding. Current software options are discussed.

BUA 531
Managerial Accounting 3 cr.
This course is a study of the use of cost accounting data by management as a tool for planning, control, and decision making. The course focuses on cost behavior, design of job order and process costing systems, cost-volume profit analysis, segment reporting, direct and absorption costing, standard cost systems, flexible budgets, capital budgeting, relevant costs, and product pricing. Further topics explored include: overhead, marginal cost analysis, break-even analysis, decision making, process costing, budget control, and capital investment appraisal.

BUA 532
Quantitative Methods for Decision Makers 3 cr.
This course provides the fundamental quantitative knowledge necessary for professionals to utilize the results of analyses to enhance the decision-making process. This course explores quantitative analysis including basic sta-

tistics principles such as descriptive statistics, probability distributions, inferential statistics (sampling), regression analysis, time-series analysis, non-parametric statistics, and quantitative analysis techniques such as optimization theory, decision analysis, and decision trees.

BUA 535
Managerial Economics 3 cr.
This course examines the principles of microeconomics by focusing on how to manage effectively in the context of customers, suppliers, competitors, and the regulatory environment. This course examines the microeconomic theories of marginal analysis and competitive analysis. Further, the course develops the principles of cost, strategy, and organizational analysis. Microeconomics will be used to demonstrate how managers evaluate both the internal structure and incentives within a firm, as well as the competitive forces external of the firm. Emphasis will be placed on the 2008-2009 financial crisis that has resulted in a deep, world-wide economic recession.

BUA 541
Marketing Management 3 cr.
This course is designed to provide an overview of marketing principles in the 21st century. Analysis of techniques for the application of key marketing frameworks and examination of tools for analyzing customers and competition in relation to strengths and weaknesses are conducted. Strategies for the integration of product, price, promotion, and placement are also discussed.

BUA 542
Operations and Logistics Management 3 cr.
This course considers the evolution of the modern operations function, the design of systems, and scheduling the management of materials and the provision of services. The course examines operations management as linking all aspects of the organization, including its employees, processes, customers, and suppliers. The student examines operations in the context of the organization as a whole. The course examines the various elements of operations management, from technical to organizational. Concepts explored include: quality, human resource management, supply chain management, and project management.

BUA 543
Leadership in Information Technology 3 cr.
This course focuses on the role of information technology and the challenges confronting the management of those resources. Handled in phases, it first compares and contrasts the traits of both manager and leader before moving to an overview of key IT functions (and their evolution over the past 25 years), culminating in an appreciation for what it takes to be an effective IT executive in today's business world. Unlike a traditional information systems management course focusing on the detailed mechanisms of computer systems, software, networking, etc., this course assumes exposure and knowledge to those principles and builds on that knowledge to address the strategic and tactical issues facing IT management. Therefore, it is geared as a management course relevant to information technology versus a core computer science course.

BUA 556
Applied Corporate Finance 3 cr.
In this course, students will study financial decision making using the case method. Higher-level business modules such as M&A, restructuring, supply chain,

corporate strategy, risk management, global product roll-out, and company and asset valuation will be considered. Appropriate metrics and approaches will be identified and applied to the issue as the enterprise effect of senior executive financial decisions is considered in tandem. The objective of this course is to provide the senior manager with a combination of financial and other analytical skills to solve high level business issues.

BUA 560
Marketing and Customer Value Management 3 cr.
Marketing management fundamentals are discussed as a process that explains the dynamic relationships between corporations and their target markets and audiences. Analysis, planning, implementation, and program management are emphasized throughout the course as support functions for corporate strategy focusing on customer value. The major objective of this course is to understand the relationship between incorporate (umbrella) strategies and brand strategies that offer their customers emotional and physical value.

BUA 561
Managing in the Global Business Environment 3 cr.
An examination of the multitude of forces and factors that influence organizations doing business on a global scale. Close examination will be given to methods of managing global organizations as they adapt to cultural, regulatory, market, and economic differences as they seek to accomplish organizational objectives. Important management issues specific to international business will be discussed to prepare students to improve their management capabilities. Key issues examined in the course will be an overview of the legal aspects of international business transactions laws governing multi-national enterprise foreign investment money and banking impact of law on international trade, and the global monetary system.

BUA 562
Management Tools in the
E-Business Environment 3 cr.
This course is designed to provide an overview of management decision support systems, enterprise resource planning, and operations and production management. Techniques for the application of key management frameworks and tools for the analysis of operational and financial competitive strengths and weaknesses are also examined.

BUA 575
Field Study: Consulting Project Seminar 3 cr.
This seminar is designed to facilitate student teams as they embark upon an actual management consulting engagement with a local client. Students meet once a week with the instructor who works as an advisor throughout this project. This is a hands-on learning environment whereby students apply concepts acquired throughout the MBA program.

BUA 578
IT in Management 3 cr.
This course investigates the strategic role of managing the acquisition, implementation, and maintenance of information technology. In order to understand how to manage technologies, the student will first be exposed to the current core technologies that support business functions. Students will gain exposure to the different systems that support complex business needs such as Customer Relation Management (CRM), Knowledge Management

(KM), Decision Support (DSS), Enterprise Resource Planning (ERP), and Supply Chain Management Systems (SCM). The delivery approach for this course will be lectures, case studies, review of current technology trends, and discussion.

BUA 580
Creativity and Leadership 3 cr.
This course links management concepts with the content of study in other business disciplines, including the humanities and social sciences. The course demonstrates how general managers benefit when they integrate the concepts and theories from other disciplines into organizational governance and operations. It stresses the need for stimulation, vision and challenge in organizations while it develops methods of stretching individual and team capacities, avoiding complacency and habits in operations. Students learn about leadership as an influence process and apply that knowledge to solving real situations within organizations.

BUA 581
Managing Information Systems 3 cr.
This course will investigate the role of information and systems in organizations by focusing on the following: 1)Work Place Technology Overview – databases, networks, software, client server, hardware 2) Managing Technology (Production and Development) system development life cycle, project management, managing production systems, software evaluation 3) Process Automation – business process, re-engineering, total quality management 4)Management Perspective – staffing, managing work flow, leveraging systems to support decisions, outsourcing, "meet the CIO."

BUA 582
Business Research Methods 3 cr.
A basic course for general managers and executives in understanding and applying research and data analysis for problem solving in organizations. Students will study research design strategies, sources and collection of data, and the analysis and presentation of data as applied to problem solving, decision making, and strategic planning in organizations. The course will explore traditional research techniques and use the internet to conduct data collection and research projects. As an end product, each student group will develop and present a research proposal that they will then work on throughout their MBA curriculum.

BUA 585
Human Resources in Transition 3 cr.
During the past decade, in a major paradigm shift, the human resource function has been moving away from its traditional role as a paper-pushing, hiring/firing support mechanism and toward bottom-line decision making. In growing numbers of corporations, employees are viewed as an integral resource, vital to the success of the firm. This, in turn, has often resulted in an expansion of the Human Resource Management (HRM) role. On the other hand, some multinational corporations have moved in the opposite direction, flattening their organizational structures and marginalizing HRM, devolving its responsibilities to staff positions. Meanwhile, international developments are becoming ever more significant as a result of the globalization of trade, finance, and the world economy. As globalization and deregulation create a world of hyper-competition, what is the operational purpose and future of HRM? This course will enable

students to examine these and other current HRM issues and strategic models.

BUA 587
Business Policy and Strategy   **3 cr.**
Business policy and strategic management are two overlapping concepts that are studied from the perspective of CEOs, Board of Directors, and often times Vice Presidents. While policy focuses more on the purpose, direction, mission, and organizational values, strategic management deals more with creating a long-term management plan for enabling the organization to effectively implement new ideas and changes as required for continuous growth. Many issues and decisions facing senior level management are very complex, dynamic, and sometimes unstructured. The overall purpose of this course is to provide conceptual an analytical tools to enable students to think strategically about how to effect positive change within the organization and in the society at large.

BUA 591
Business Research Seminar I   **1 cr.**
BUA 592
Business Research Seminar II   **1 cr.**
BUA 593
Business Research Seminar III   **1 cr.**
Three Business Research Seminars (I, II, and III), each worth one credit (four hours each), are interspersed across the curriculum. The Thesis Advisor, who serves as the main resource to the students during the research process, will facilitate these seminars, which represent critical milestones in the development of the Master's thesis.

Early Childhood Education

ECE 500
Child Development   **3 cr.**
This course studies the development of the child from infancy through adolescence,   examining major cognitive, physiological, emotional, and social changes that occur during this period. It articulates how factors within the child, family, and broader society shape the process of development. Through classroom and field experiences students will acquire knowledge of developmental changes in children and adolescents, analyze developmental theories, examine developmental processes, interpret developmental research, and apply this knowledge to their work with children.

Education

EA 500
School Leadership   **3 cr.**
This course prepares educators to build and maintain a professional learning community. Students will become familiar with research on adult learners and the role of the school leader in promoting excellence in teaching and learning. Students will come to understand the role of leaders in recruiting, selecting, supporting, supervising, and evaluating professional and non-professional staff. Students will be able to work with governing boards, staff, and parents to develop a vibrant learning environment.

EA 510
Sheltered English Immersion   **3 cr.**
The purpose of this course is to prepare Massachusetts educators with the knowledge and skills to effectively shelter content instruction so that the growing population of English language learners (ELLs) can access curriculum, achieve success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

EA 505
Instructional Leadership 3 cr.
This course prepares educators to lead continuous improvement of school curriculum and instruction. Students will come to understand the role of learning theory, curriculum design, instructional strategies, supervisory practices, and assessment techniques in creating and maintaining high quality teaching and learning. Students will learn to lead colleagues in planning, designing, implementing, and evaluating curriculum. Students will learn to facilitate the practice of standards based, data and research driven teaching and develop a plan for instructional improvement.

Students will examine the issues and trends in school leadership and the role of the standards movement on leadership, curriculum and instruction. They will also explore the role of school culture in creating an effective learning environment. Students are expected to define their current understandings of instructional leadership, consider realistic alternatives to existing school practices, and develop a plan for instructional improvement.

EA 515
Public School Operational
and Financial Strategies   **3 cr.**
This course is designed to help students 'think strate¬gically' about public school finances and opera¬tions. Students will explore the sources of revenue, financial decision-making and the management and accounting practices utilized in public organizations. Students will acquire financial tools, competencies for budgetary planning and analysis, and understand the strategies for managing school facilities. This course will provide a basic understanding of financial strategies in varied educational settings, their related risks, analysis of financial information, and budgeting.

EA 520
Law, Policy, and Ethics   **3 cr.**
This course prepares educators recognize, under¬stand, and react to the key issues of Massachusetts and federal law, state regulations and policies, legal agreements, and ethical standards that confront all educational leaders. Major topics will include the following: Americans with Disabilities Act (ADA) and Section 504, IDEIA and related special education and compensatory laws, NCLB, personnel administration and the law (recruiting, hiring, supervising, evaluating, disciplining, and terminating professional and staff employees), student records, student resi¬dency, and student protection.

EA 525
Human Resources and
Organizational Potential   **3 cr.**
Human Resources and Organizational Potential examines the broad and extended role of human resources as a translator of strategy and as the creator of the work force which is expected to fulfill the promise of that strategy. The course examines approaches to striking a

balance between professional preparedness and personal development. Students will be encouraged to link new organizational strategies with the organizational structure designed to implement them. Emphasis will be placed on the linkage of school improvement and performance evaluation in today's school organizations.

EA 530
Family and Community Engagement   **3 cr.**
This course explores and analyzes the school leader's role in organizing, implementing, and evaluating family and community engagement. Participants will understand families, schools, and society as social systems and be able to practice this understanding in their relationships with children, colleagues, parents, and the community. They will be able to identify ways to improve engagement practices, communicate effectively with culturally and linguistically diverse families, and develop partnerships in support of student learning.

EA 535
Strategic Management and Design   **3 cr.**
This course is designed to address the critical role of developing and sustaining a professional school culture that promotes success for all students through reflective practice, high expectations of all stakehold¬ers, and continuous learning for all staff. Challenged by external demands for increasing levels of student achievement, the use of standards-based testing, and high-profile school accountability systems, the vital leadership role in shaping and sustaining the critical elements of a professional school culture – the mission, vision, traditions, norms, and values – is essential to shaping a high-performance and purpose-driven school organization. This course will engage learners in an exploration of theories and strategies for engaging professional staff in the process of creating a shared vision and mission for the school community that is student-focused and grounded in core values that guide communications and decision-making activities within the school organization.

EA 540
School Operations Management   **3 cr.**
The operations and administrative functions required from the vantage point of a district office level position encompass many functions that serve to provide necessary support to individual schools, principals and their staff. District level leaders must understand fully the many aspects and updates to the Massachusetts Education Reform Act of 1993. District Office level leaders must also have knowledge of fund accounting, and the fiscal operations that include the administering of state and federal grants, revolving funds, offset accounts, carryover funding, school choice funding and requirements for inside and outside auditing of funds.
District level leaders play a pivotal role in the delivery of an array of services including but not limited to:
- Transportation Services
- Food Services
- Risk Management
- Custodial and Maintenance Supervision
- Fleet maintenance
- Public Use of School Facilities
- Collective bargaining and contract administration
- Hiring, evaluation and supervision of both professional and non-professional personnel
- Technology and Management Information Systems

While working leadership positions, district leaders must also possess and understanding of the interrelationships

among laws, municipal charter rules, school policies, and administrative procedures necessary for the effective management of curriculum and school operations and administrative systems required to facilitate the goals and objectives of a school district.

EA 545
Finance   3 cr.

This course is designed for those aspiring to district-level administrative leadership positions. Financial support is critical to the success of public schools. School leaders are required to be adept at assessing school needs and developing a financial plan to successfully address those needs. Needs are identified as those financial, human or material resources necessary to advance the mission, goals and objectives of the district, school, or department. This course will prepare future educational leaders to understand the federal, state, and local context of school finance. The budget, like any plan, has three essential components; namely, the formulation or development of the plan, the execution or administration of the plan, and the control or adjustments made to the plan. Students will be able to identify the major types of budgeting models that can be utilized and become directly involved in the preparation of an actual school budget. Course provides students with a comprehensive overview of school budgeting processes and business administrative functions. Specific emphasis is given to program, school, and district-level budget development and implementation.

Students will develop an understanding of the intricacies related to budgeting in Massachusetts since the passage of the Educational Reform Act of 1993. Among the topics covered will include, but not be limited to, State Aid, revenues, grants, offset accounts, revolving funds, carryover funding, school choice funding, charter school funding, enterprise funds, capital funds, and fund accounting.

Students will also learn about various reporting requirements relating to school and municipal finances including but not limited to audits, the End of the Year Report, net school spending formulas and various funds left in the custody of school officials. In the context of administering a school budget, students will learn about budget prioritization, statutory requirements associated with reporting the disposition and movement of funds related to the enacted school budget and offset accounts. Students will gain an understanding of major cost centers like workers compensation, health insurance, dental insurance, pensions for retired employees, non-funded liabilities, and the role and impact these cost centers have in relation to school finance.

EA 550
Practicum in
School Business Administrator   3 cr.

The practicum in Superintendent/Assistant Superintendent consists of 500 clock hours of leadership in a variety of settings with a diversity of personnel. All candidates in the practicum experience are in the field for one to two consecutive semesters. Candidates are encouraged to experience a clinical practicum in elementary and secondary schools in urban and suburban settings. Endicott College is pleased to partner with a variety of local and regional school districts. The knowledge and experience and of our partners plays a key role in the development of our leadership candidates. In providing the pre-practicum and practicum settings for candidates our partners provide a practical laboratory that connects

theory and practice. Candidates are assigned an array of standards based activities (see Activities for Adminis-tra-tive Standards, 2013) that are useful to the districts and agencies and instructive to the candidates. The practicum is supervised jointly by the College-appointed Supervisor (Program Supervisor) and a supervising Cooperating Administrator (Supervising Practitioner), both of whom regularly observe the candidate's performance.

EA 552
Reflective Seminar in
School Business Administrator   3 cr.

This seminar, which consists of weekly sessions on campus and bimonthly sessions for cohort groups off campus, is taken concurrently with EA 552 Practicum Experience. The seminar discussions build student's reflective capacities as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to the student's needs and their work in the field. Activities, content, and materials address Professional Standards and Indicators.

EA 555
Using Data to Improve Curriculum
and Instruction   3 cr.

This course focuses on the use of data to improve curriculum, instruction, and learning. It explores best practices in assessment strategies, data collection techniques and data analysis methods designed to inform decision making in schools. Candidates will learn to facilitate the practice of standards based, data and research driven teaching and develop a plan for instructional improvement.

EA 560
Practicum for Principal/Assistant Principal
[PreK-6, 5-8, 9-12]   3 cr.

The practicum in Principal/Assistant Principal consists of 500 clock hours of leadership in a variety of settings with a diversity of students. All candidates in the practicum experience are in the field for one to two consecutive semesters. Candidates are required to select the appropriate grade level [PreK-6, 5-8, 9-12] for the Principal/Assistant Principal license they desire, and complete their practicum hours at a school that matches that grade level selected. Endicott College is pleased to partner with a variety of local and regional schools and agencies. The knowledge and experience and of our partners plays a key role in the development of our leadership candidates. In providing the pre-practicum and practicum settings for candidates our partners provide a practical laboratory that connects theory and practice. Candidates are assigned an array of standards based activities (see Activities for Administra-tive Standards, 2013) that are useful to the districts and agencies and instructive to the candidates. The practicum is supervised jointly by the College-appointed Supervisor (Program Supervisor) and a supervising Cooperating Administrator (Supervising Practitioner), both of whom regularly observe the candidate's performance.

EA 562
Reflective Seminar for
Principal/Assistant Principal   3 cr.

This seminar, which consists of weekly sessions on campus and bimonthly sessions for cohort groups off campus, is taken concurrently with EA 560 Practicum Experience. The seminar discussions build student's reflective capaci-

ties as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to the student's needs and their work in the field. Activities, content, and materials address Professional Standards and Indicators.

EA 563
Supervision and Evaluation   3 cr.

Effective supervision and evaluation is a key ingredi¬ent in continuous school improvement. This explores research and best practices in teacher supervision and evaluation and prepares principal candidates to become effective supervisors and evaluators. It also addresses the role of induction, mentoring, supervision, evaluation, and professional development in teacher effectiveness and the alignment of those elements of profession growth with student achievement. Candidates will become versed in a variety of supervision and evaluation models. This course also addresses 5-Step Cycle training requirements set forth in the Massachusetts Model System for Educator Evaluation.

EA 565
School Human Resource and
Facilities Management   3 cr.

District Office Leaders are drawn to a more intricate level of detail in the areas of Human Resource Management and Facilities Planning & Management. This course provides an in-depth examination of the key roles and functions of Human Resource Management and Facilities Planning and Management have from the vantage point of a school district's central office. School districts have struggled over the years to survive in an increasingly complex organizational framework that often lacks cohesion, continuity, and skillful leadership. Too often, schools and school districts are plagued with lack luster leadership, competing agendas, dysfunctional organizations where management and unions are viewed as "chieftains of warring nations" doing battle all in the name of helping the kids. This course will examine the dynamics of competing leadership styles, and the impact leadership approaches have on the organizational framework. Competing and contrasting styles of leadership including site based, top down, bottom up, participative, charismatic, and liaise faire. Each style and approach offers differences in part based on the history and culture of the organization. Who are organizational change agents and why do organiztions need them? How can organizations change and how does change impact the delivery of human resources and the organizational and educational culture of a school district? Students will examine the many responsibilities district leaders perform in their respective roles. These duties include but are not limited to: collective bargaining, contract administration, evaluation, hiring, employee assistance, hearing officers for issues of sexual harassment, violations of Title IX, discrimination, civil service, payroll, personnel records management, employee orientation, policy development, insurance, workers compensation, pensions, disabilities, benefit management among others.

EA 570
Administration and Supervision
in Special Education   3 cr.

This course describes the administration and supervision of programs for individuals with disabilities. Participants

will investigate supervisory techniques for school administrators in planning, teaching, and evaluation procedures. Characteristics of and programming for exceptional students, legislation and funding; education of all students in inclusionary settings will be addressed.

EA 575
Consultation and Collaboration
in Special Education   3 cr.
This course is designed to provide leaders in special education and related fields with the knowledge and communication skills necessary to provide consultation and technical assistance to other educators, parents, groups, organizations, communities and service providers. Emphasis will be placed upon the development and enhancement of teamwork, collaborative, consultative and group leadership skills.

EA 582
Reflective Seminar in
Special Education Administrator   3 cr.
This seminar, which consists of weekly sessions on campus and bimonthly sessions for cohort groups off campus, is taken concurrently with EA 580 Practicum Experience. The seminar discussions build student's reflective capacities as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to the student's needs and their work in the field. Activities, content, and materials address Professional Standards and Indicators.

EA 590
Practicum in
Superintendent/Assistant Superintendent   3 cr.
The practicum in Superintendent/Assistant Superintendent consists of 500 clock hours of leadership in a variety of settings with a diversity of personnel. All candidates in the practicum experience are in the field for one to two consecutive semesters. Candidates are encouraged to experience a clinical practicum in elementary and secondary schools in urban and suburban settings. Endicott College is pleased to partner with a variety of local and regional school districts. The knowledge and experience and of our partners plays a key role in the development of our leadership candidates. In providing the pre-practicum and practicum settings for candidates our partners provide a practical laboratory that connects theory and practice. Candidates are assigned an array of standards based activities (see Activities for Adminis-trative Standards, 2013) that are useful to the districts.

EA 592
Reflective Seminar in
Superintendent/Assistant Superintendent   3 cr.
This seminar, which consists of weekly sessions on campus and bimonthly sessions for cohort groups off campus, is taken concurrently with EA 590 Practicum Experience. The seminar discussions build student's reflective capacities as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to the stu¬dent's needs and their work in the field. Activities, content, and materials address Professional Standards and Indicators.

EA 595
Program Evaluation   3 cr.
This course is designed to address the critical role of the superintendent in systematically monitoring, evaluating, and making needed changes to the academic programs offered within the district's schools. The superintendent's role in district-level program evaluation is the assessment of how well programs are meeting both school and district goals. This course will engage aspiring school superintendents in an identification and examination of the various sources of data, strategies for collecting and analyzing student performance data, communicating and utilizing data to drive effective program change.

ED040
MTEL Test Preparation:
General Curriculum Math   0 cr.
ED 050
MTEL Test Preparation:
General Curriculum Multi-Subject   0 cr.
ED 060
MTEL Test Preparation:
Foundations of Reading   0 cr.
ED 070
MTEL Test Preparation:
Reading Specialist   0 cr.
ED 080
MTEL Test Preparation:
Early Childhood   0 cr.
ED 090
MTEL Test Preparation: Secondary   0 cr.
These courses are non-credit offerings offered to assist students in passing the MTEL tests. They consist of four two hour sessions. The first workshop focuses on research based test taking strategies. Each of the succeeding sessions covers MTEL subject matter test objectives for each specific test.

ED 502
Effective Classroom Strategies
in Elementary Education   3 cr.
This course will examine the role of the effective elementary education teacher. Topics covered will include study in developing effective learning and instruction critical to the child's developmental level using active modes of learning within an integrated curriculum. Students will develop skills in identifying relevant subject material from early literacy, language arts, mathematics, science, social studies, and the arts, and they will learn how to adapt instruction for special needs students. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks.

ED 542
Sheltered English Immersion
Teacher's Endorsement Course   3 cr.
The purpose of this course is to prepare Massachusetts educators with the knowledge and skills to effectively shelter content instruction so that the growing population of English language learners (ELLs) can access curriculum, achieve success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

ED 555
Practicum in Autism and Applied
Behavior Analysis (Semester 1)   1 cr.
Students will gain practical experience in the design and implementation of skill acquisition and behavior

reduction programs with children diagnosed on the Autism Spectrum. All students will work at one of the IBS Partner Schools, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by employees of the Partner School who serve as Adjunct faculty within the Institute for Behavioral Services (IBS) of Endicott College.

ED 568
Practicum in Autism and Applied
Behavior Analysis (Semester 2)   1 cr.
Students will gain practical experience in the design and implementation of skill acquisition and behavior reduction programs with children diagnosed on the Autism Spectrum. All students will work at one of the IBS Partner Schools, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by employees of the Partner School who serve as Adjunct faculty within the Institute for Behavioral Services (IBS) of Endicott College.

ED 580
Innovative Methods in Education   3 cr.
The course is designed to enhance the knowledge base for professionals in an era of school restructuring, technological innovation, and social change. Teachers and administrators will learn first-hand about innovative practices and recent research in the field. Topics include: student self-assessment, teacher reflection, cooperative learning, mentoring, the use of technology in schools, home-school communication, inclusion to support learning diversity, and the challenge of school restructuring. Areas covered include learning theory, curriculum design, classroom atmosphere, instructional strategies, among others. This course also covers the dilemma children face who are experiencing difficulty in learning situations because of ethnic group frustrations in the community, problems of social adjustment, socio-economic inequities, and learning gaps. The role of the school in facilitating the program for children of various cultures to become valued members of the community is discussed. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

ED 581
Technology in Education   3 cr.
This course explores the major concepts related to instructional computing as well as the impact technology has on education. Required of all graduate students as they begin to integrate curriculum trends into their awareness of current sources for information and their role in a technologically-rich learning environment. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for Technology. Changes to ABA 510 in Fall 2013.

ED 582
Research Methods   3 cr.
This course is designed to acquaint graduate students with the design, analysis, and interpretation of research in the social sciences with a focus in the area of reading. Emphasis will be given to the development of empirical questions from theory, research design and control, construction of survey instruments, statistical analysis, and interpretation of results. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

EDC 510

**Policy Analysis, Leadership, and
Change Processes   3 cr.**

This course will provide students an opportunity to develop a diverse set of perspectives for analyzing organizations and for taking effective leadership in them. The primary focus of the course is on understanding the various dynamics that affect the operation of educational organizations. Specifically, leadership theory, change theory, organizational behavior, and policy analysis will be introduced. Learning to use multiple perspectives in the organization will give students opportunities and skills to reflect on their roles as educators, while expanding the set of possible choices they have for taking actions and leadership.

EDC 525

**Social Contexts in American Schooling:
Methods of Teaching Social Studies
in the Elementary School   3 cr.**

This course presents a context for teaching social studies in American schools. Grounded in a systematic self study of social systems, economics, geography, history, social studies, and human development, the course explores social science concepts for the analysis of educational, cultural, and social institutions, organizations and processes, and the development of citizenship education. This foundation provides a basis for the understanding and development of methods and materials and the assessment and improvement of learning. Students will learn to develop units and lessons based upon the Massachusetts History and Social Science Curriculum Framework and such other resources as the National Council of Social Studies Standards.

Doctor of Education in Educational Leadership

EDL 701

**History and Administration
of Small Colleges   3 cr.**

This overview course will cover the history and administration of higher and postsecondary education in the United States. The focus will be on the last half of the twentieth century and the current status in early twenty-first century. Topics include the background of higher and postsecondary education, the changes that have taken place over the last century, the relationship to the United States government and regulatory bodies, and the influence of societal factors. Students will also explore the economic, political, and social changes that are transforming the nature and structure of higher education. Students will examine leadership in their own and contemporary sites of education, through the lens of adult learning history, including marginalized communities and diverse cultures. Using case studies, students will be encouraged to place their current institutions in an historical and societal context.

EDL 702

History of Public Schooling In the United States   3 cr.

This course is designed to provide both aspiring and practicing PreK-12 school leaders with a social historical examination of the development of public schooling in America. From this review, students will discern the dynamic connection between the ever-changing needs of the society and the consequent demands on its schools. The course draws attention to the power dynamic that has and continues to exist between those who shape decisions about the purposes and content of public school curriculum and those who are the intended recipients of those decisions. History reveals an ongoing power struggle between these two constituencies that can provide valuable insight for school leaders as they design and implement continuing school reforms. Class sessions will provide opportunities for discussion and reflection on the lessons of history and their implications for effective leadership in the contemporary U.S. public school setting.

EDL 715

Research Methods I: Qualitative   3 cr.

This doctoral level course is an introduction to qualitative research methods by emphasizing research design and the analysis of data gathered by a variety of methods, such as interview, observation, and document review. The focus of the course is on the identification and creation of research problems, the development of designs, actual data collection, and analysis procedures to address those problems. Participants will examine how to transform professional experiences into research activities that address topics of educational importance. Activities supporting this learning include constructing a researchable question, designing a research proposal, and practicing with data collection methods.

EDL 720

**Transformational Leadership in
Contemporary Education   3 cr.**

This course focuses of the development of transformational leadership, examines elements of transformational leadership, and explores how transformational leaders facilitate the work necessary to successfully manage change in a positive way. Student will focus on understanding transformational leadership as the process of facilitating change through reflective, systems-based, and relational leadership. Students will engage in self-analysis, analyze and discuss case studies and assess leadership on various levels.

EDL 725

**Diversity, Access, and Equity
in Public Education   3 cr.**

This course focuses on developing one's understanding of the knowledge and skills necessary to increase effectiveness in meeting the needs of diverse learners through appropriate pedagogical, curricular, and behavioral strategies. Additionally, the goal is to assist students in exploring the various topics related to diversity such as of race/ethnicity, religion, socioeconomic class, and language as they related to teaching to diversity in contemporary K-12 education.

EDL 726

**Organizational Management
in Higher Education   3 cr.**

This course is a comprehensive survey of the dynamics of behavior and management in higher education organizations. It examines individual and group behavior, motivation, leadership styles, ethics, innovation, conflict, organizational culture, and the process of managing change in higher education organizations. Historical perspectives will be compared with current issues in the fields of education. Through classroom discussion, research papers, case studies, and personal experience and reflection, the course emphasizes an analytical and practical approach to the subject.

EDL 730

Current Issues in Educational Policy   3 cr.

This course examines the ways in which educational policies influence the organization of school districts and schools and content of teaching and learning in all elementary and secondary schools. The course focuses on the social and educational thought about the goals, purposes, and methods of schooling as related to federal, state, and local policy initiatives, and it explores how politics, social conditions, educational philosophies, and contemporary research frame these initiatives. Students will analyze policies and their implementation, as well as the theories about education, teaching, learning, and human behavior that underlie different policy paradigms.

EDL 732

**Creativity and Leadership
in Challenging Times   3 cr.**

This course outlines the challenges leaders in higher education must face: accountability, autonomy, governance, resources, multiple stakeholders and interest groups, enrollments, capacity, the tension between centralization and decentralization, ambiguity and multiple interpretations of mission and purpose. One role of a leader in challenging times is to make sense of the challenges through providing a frame – or multiple frames – of reference providing a more comprehensive understanding of the challenge and what is possible. Students will learn how to take a multi-paradigmatic approach to understanding how, as a creative leader, one can lead an organization in challenging times. Students will develop a comprehensive understanding of the theories, based on empirical research, can be used in leading a college. More importantly, students will learn how to build upon these theories to effectively and creatively address institutional challenges.

EDL 735

Research Methods II: Quantitative   3 cr.

This doctoral level course is designed to help students develop an understanding of the basic goals, concepts, and methodology of quantitative research, and an understanding of the computation and application of descriptive and Inferential techniques. Students will also Improve their ability to critically evaluate published research.

EDL 738

Ethical Leadership in Education   3 cr.

This course is designed to challenge educators to become ethical leaders who recognize leadership in an educational setting as a fundamentally moral activity. Buffeted by competing and often conflicting values, interests and political agendas, educational leaders are routinely presented ethical and moral dilemmas as the context for their decision making. For depth of understanding, this course will engage students in an examination and discussion of major theoretical models of ethical decision-making that are negative as well as those traditionally valued as positive. Through examination and discussion of multiple theoretical frameworks juxtaposed to situational moral dilemmas commonly faced by school leaders, students will be coached through the process of identifying and adopting their own core values to guide their own principled decision making as aspiring school leaders.

EDL 739

Culture and Change In School Organizations   3 cr.

This course is designed to engage aspiring and practicing

school leaders in a review of the core elements of school culture and the central role it plays in the change process. Students will analyze the symbols of culture, the roles of lore and tradition, rituals and ceremonies, and roles of stakeholders. Against this backdrop of understanding, the course will lead students through an analysis of how the school leader can engage the school culture to maximize the effectiveness and ultimate success of organizational change initiatives. From this course, students will have opportunity to identify a framework and to develop the tools and processes needed to transform their schools from bureaucracies into dynamic learning organizations.

EDL 740
Inquiry in Higher Education   **3 cr.**
This advanced doctoral level course is designed to give students the opportunity to discuss, expand, and apply what has been learned in other courses concerning inquiry in higher education. The course topics focus upon providing information for decision support through such activities as applied research, assessment, institutional research, and planning. The primary goal of the course is to prepare students to assess or supervise the assessment of programs, services, facilities, student outcomes, etc. to identify information needs and obtain pertinent and accurate information that will assist in the decision-making process to design and implement applied research and assessment tools to analyze, synthesize, and interpret information from multiple sources to communicate information to others and to apply relevant information to the processes of supervision, program development, policy formation, budgeting, etc.

EDL 742
Advance Finance and Budget Issues
** for Educational Leaders**   **3 cr.**
The school finance and budget course is essential for district administrators or school administrators. Responsible for the ethical and strategic use of resources, the school finance and budget administrator cannot completely delegate financial responsibility to another office. Thus, this course will cover a broad range of topics designed to acquaint students with the fundamentals of funding formulas, accounting procedures, procurement regulations, taxation principles, fiduciary oversight, audits, and general management of state and local funding formulas. Developing skills necessary to manage the complete financial program of a district and, in turn, a school will be a major focus of this course.

EDL 744
Emergent Legal Issues for Educational Leaders   3 cr.
Administrators must understand the laws that govern the operation and conduct of their organizations as they work in a highly litigious society. This course will explore the relevant legal principles that govern the operation, organization, and administration of school districts and schools. Students will gain knowledge about legal issues that will help them in effectively perform their professional duties effectively within the boundaries of constitutional, statutory, and case law.

EDL 746
Finance, Budget, and Operations   3 cr.
The objective of this course is to introduce students to the financial operations process within private colleges and universities. The financial statements will be examined in depth in accordance with Generally Accepted Account-

ing Principles (GAAP). Students will develop skills and strategies for interpreting financial statements and other publicly available data to evaluate the performance of an institution. Additionally, students will examine external reporting requirements and IRS compliance initiatives. Access to capital markets and other debt strategies will be examined, and students will learn to develop debt strategies appropriate to the institution. Students will learn how to develop a financial model to link strategic planning to the budgeting process to assure allocation of resources that meets the institution's current and long-term needs. The course also examines other key areas within the financial area, including human resource management, fundraising, and risk management.

EDL 748
Concepts and Case Studies
in School Leadership   3 cr.
This course is designed to help students develop an advanced understanding of how learning and developmental theories define the role of an instructional leader. The focus of the course will be on how students learn, what motivates learners, and how the design and delivery of the curriculum is influenced by these factors and the leader's role in advancing academic achievement.

EDL 752
Research Methods III: Issues in Research   3 cr.
This course is an advanced seminar on what is usually called "mixed method" research— research that combines qualitative and quantitative approaches. The seminar will deal with advanced topics, and will provide doctoral students with guidance in integrating qualitative and quantitative methods and perspectives of their dissertation study. The course focuses on both conceptual issues surrounding the use of mixed methods in social science research and analysis of data using mixed methods. Instructors will either supply students with data from national sources or students will use their own research data they are collecting for their dissertation study. Although the course will involve scrutiny of published research throughout, students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis.

EDL 753
Research Methods III: Program Evaluation/Action
Research   3 cr.
This course provides a comprehensive overview of program evaluation and action research theory and method. It describes how program evaluation and action research can be used in district and school improvement. The steps for conceptualizing, designing, implementing, and analyzing a substantive program evaluation and action research project are explicated and examples of district-based and school-based projects will be explored.

EDL 755
Dissertation Proposal   6 cr.
This course is designed to assist students in developing a dissertation proposal. Students will identify their research interests and formulate a clearly defined research question(s) and methodology. Students will conduct a thorough literature review of relevant and current research. At the completion of this course, students will be prepared to conduct research that has social relevance and integrity.

EDL 760
Student Development: History and Issues   3 cr.
Students will examine the field of college student development from historical, philosophical and managerial perspectives. Students will explore the changing demographics of the modern student and its impact on student development operations. Students will examine major student development theories applicable to higher education. This examination will focus on ethical standards, legal issues, campus safety practices as well as the development and management of student development programming. Finally, students will discuss the various professional roles and responsibilities of student development professionals.

EDL 762
Leading in a Technological World   3 cr.
Education leaders are faced with the implication of understanding the constant changing technologies and trends while making the right decisions for their institutions for competitive advantage, growth and retention. At the same time, leaders are faced with making sure the internal organizational structure can accommodate and support these technologies. This course provides the foundations of understanding, planning, organizing and executing the selection of technologies specific to education. The course will provide an overview of techniques and skills that can be applied to technology selection in such areas as: organizational complexity, integrated work processes, risk management, change management and innovation.

EDL 764
Theories and Practice in Academic Leadership   3 cr.
An overview of the key academic issues in 21st century higher education. This course examines a range of topics including twenty-first century challenges and essential learning outcomes, curriculum trends and development, best practices in teaching and learning, planning and assessment strategies, and global competencies.

EDL 768
Teaching, Learning and Institutional
Culture in Higher Education   3 cr.
This course will focus on current trends in supporting faculty work in higher education, including work life and the faculty roles of research, service, and teaching. Emphasis will be on the teaching and learning mission of higher education. While the material is applicable to all institutions of higher education, emphasis will be on faculty development in small colleges. Students will read key articles and works on the theoretical bases of professional development and research and read on the current, innovative trends in the field.

EDL 770
Administrative Apprenticeship   6 cr.
The Ed.D. program in Educational Leadership aims to prepare professionals for leadership roles within education in the twenty-first century to integrate research and practice and to apply their learning through an apprenticeship in a senior leadership position. The apprenticeship is an important facet of the Ed.D. program's mission and is critical to accomplishing the program's goals. The administrative apprenticeship provides students at Endicott College with professionally supervised, consistent and comprehensive exposure to the roles and functions of a wide variety of administrative offices in education. The apprenticeship, in two semesters, is structured to

introduce participants to contemporary administrative issues, problems, and practices in education and to refine leadership skills and competencies. The apprenticeship provides students with first-hand experience from which they can become better informed regarding the diversity and complexity of administrative functions and leadership roles in educational settings. It offers students opportunities to construct from theoretical, research, and practical knowledge their own conceptual frameworks for understanding how educational institutions worked. This course provides a structure that allows students to engage in administrative responsibilities under the continuous supervision of the chair of their dissertation committee. This 6 credit course will be two semesters long and have a minimum of 224 hours of apprenticeship, which will be documented by the student and submitted at the end of the class with the remaining course requirements. Students will work out the logistics with the respective apprenticeship site and will have them approved by their chair and the Director of the Ed.D. program.

EDL 755 A
Dissertation Study 3 cr.
This course is designed to provide guidance, support, and mentoring to the Ed.D. degree candidate throughout the dissertation process. The course will involve a comprehensive and detailed review of the process of implementing the approved dissertation proposal, including preparation and planning, identification/ development of data-gathering instruments, strategies for ensuring standards for reliability and validity of the research study, strategies for data analysis and interpretation, and protocols of dissertation research writing.

EDL 755 B
Dissertation Study 3 cr.
This course is designed to provide guidance, support, and mentoring to the Ed.D. degree candidate throughout the dissertation process. The course will involve a comprehensive and detailed review of the process of implementing the approved dissertation proposal, including preparation and planning, identification/ development of data-gathering instruments, strategies for ensuring standards for reliability and validity of the research study, strategies for data analysis and interpretation, and protocols of dissertation research writing.

EDL 782
Dissertation Study 0 cr.
This course is designed to provide guidance, support, and mentoring to the Ed.D. degree candidate throughout the dissertation process. The course will involve a comprehensive and detailed review of the process of implementing the approved dissertation proposal, including preparation and planning, identification/ development of data-gathering instruments, strategies for ensuring standards for reliability and validity of the research study, strategies for data analysis and interpretation, and protocols of dissertation research writing.

Secondary Education Concentration

EDS 502
Effective Classroom
Strategies in Secondary Education
(pre-practicum) 3 cr.
This course will examine the role of the effective secondary education teacher. Topics covered will include study in developing effective learning and instruction critical to the child's developmental level using active modes of learning. Students will develop skills in selecting subject material from relevant Massachusetts Curriculum Frameworks, learning how to adapt instruction for diverse learners. The course looks at characteristics of curriculum content, planning and management, pedagogy, and assessment in middle and high school settings. A pre-practicum experience is included.

EDS 504
Theories of Curriculum Design and Evaluation
(pre-practicum) 3 cr.
This course will examine and appraise the middle and high school curriculum. It includes a presentation of basic curriculum models with reference to formative and summative evaluation. The goal of this course is to provide each student with opportunities to study a broad variety of curriculum theory, design, and successful practice that is related to subject frameworks. Students will investigate specific theories of curriculum development applying them to classroom best practice. They will review current curriculum development research and examine classroom practices. Students will complete extensive case study analysis. Through direct, structured observation and professional experience students will gain an understanding of theory and practice and develop sample instructional materials lesson plans and units. The final goal is to develop a curriculum project appropriate to the student's work setting or interest, and grounded in a theoretical framework. They will come away with a completed project that can be applied to their schoolwork or future graduate study investigations. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks. A pre-practicum experience is included.

EDS 510
Practicum Experience:
Teacher of Secondary Education 3 cr.
This practicum experience for those pursuing the Initial Licensure program in Secondary Education in grades 5–8 (middle school) and 8–12 (high school) settings allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and the College supervisor. A minimum of three regularly scheduled seminar meetings between the student, the College supervisor, and the cooperating practitioner is also required. Guidelines for the practicum are described in the Practicum handbook. The assessment of the student is based on the Massachusetts Department of Education Professional Standards. Prerequisite: A passing score on any subject matter test of the Massachusetts Tests for Educator Licensure (MTEL)

EDS 511
Reflective Seminar:
Teacher of Secondary Education 3 cr.
This seminar, which consists of weekly sessions on campus and bimonthly sessions for cohort groups off

campus, is taken concurrently with EDS 510 Practicum Experience. The seminar discussions build student's reflective capacities as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to the students' needs and their work in the field. Activities, content, and materials address Professional Standards for Teachers.

EDS 514
Field Experience Seminar:
Teacher of Secondary Education 3 cr.
The course will engage students in an examination of and structured discussions about a variety of topics relating to classroom equity and professional responsibilities. There will be an initial effort to define the notion of a democratic classroom culture, respectful of our national, regional and local civic culture. Students will examine ways in which learning is made accessible to all students and respectful of all forms of diversity and learning styles. There will a discussion about how to deepen content knowledge, create engaged and collaborative school cultures and participate in continuous professional improvement activities through appropriate professional organizations.

EDS 515
Field Experience 3 cr.
This field experience for those pursuing the Initial Licensure program in Secondary Education with the following concentrations in Business, Foreign Language, Health/Family and Consumer Science, Physical Education, Technology/Engineering, Visual Arts allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and supervisor. A minimum of three regularly scheduled seminar meetings between the student, the supervisor, and the cooperating practitioner is also required. The assessment of the student is based on the Massachusetts Department of Elementary and Secondary Education Professional Standards. Pre-requisite: A passing score on all required tests of the Massachusetts Tests for Educator Licensure (MTEL) for the license sought.

XXX 555
Methods in the Content Area
in Secondary Education
(pre-practicum) 3 cr.
This course is a hands-on learning experience about teaching within the licensure candidate's content area. Classroom and field methods of teaching these concepts to children are integrated in the course. Activities, content, and materials are related to the particular current Massachusetts Framework. A pre-practicum experience is included.

Elementary Education Concentration

EDU 504
Theories of Curriculum Design
and Evaluation 3 cr.
A study of the principles and techniques of curriculum management analyzing both empirical/ behavioral and re-conceptualist approaches with field-based applications. This course will examine and appraise the elementary curriculum. It includes a presentation of basic curricu-

lum models with reference to formative and summative evaluation. A pre-practicum experience is included. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks.

EDU 510
Practicum Experience:
Teacher of Elementary Education 3 cr.
A 300-hour practicum experience for those pursuing the Initial Licensure program in a grades 1–6 school setting that allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and the College supervisor. A minimum of three regularly scheduled seminar meetings between the student, the College supervisor, and the cooperating practitioner is also required. Guidelines for the practicum are described in the Practicum Handbook. The assessment of the student is based on the Massachusetts Department of Education Professional Standards for Teachers. Prerequisite: A passing score on the Foundations of Reading, General Curriculum Multi-Subject, and General Curriculum Mathematics of the Massachusetts Tests for Educator Licensure (MTEL)

EDU 511
Reflective Seminar:
Teacher of Elementary Education 3 cr.
This seminar, which consists of weekly sessions, is taken concurrently with EDU 510 Practicum Experience. The seminar discussions build participants' reflective capacities as they integrate knowledge of elementary level students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to students' needs and their work in the field. Each student is required to complete a multi-faceted study that combines methodologies, theories, and current research about teaching and learning based on his or her practicum experience. The assessment of the student is based on the Massachusetts Department of Education Professional Standards for Teachers.

Entrepreneurship

ENTP 503
Family Business 3 cr.
Family businesses are the cornerstone of the United States economy, and these businesses require a different type of structure, management, and accountability. This course will be devoted to the operation of a family business, including historic, financial, strategy, operation, succession planning, and marketing.

ENTP 513
Entrepreneurial Enterprise 3 cr.
The purpose of this course is to learn about how entrepreneurs find the one idea that leads them to success. Tools that are needed to spot the idea and manage it successfully will be imparted in this class. Additionally, there will be a particular focus on the "entrepreneurial manager" and the personal skills needed to manage innovation and the development of new ideas, products, and services within an organization. As a result, this class will focus simultaneously on the concept of creative innovation as well as the traditional business aspects of bringing a new idea to market.

ENTP 526
Entrepreneurial Marketing 3 cr.
Marketing has taken on a different texture in today's business world. Marketing now includes such activities as social media, blogging, tweeting, guerilla marketing, viral marketing, buzz marketing in addition to the more traditional forms of marketing. These new forms of marketing are a blessing and curse because it requires the savvy entrepreneur to manage marketing activity in a completely different manner. Additionally, this course will focus on entrepreneurial marketing and how marketing efforts can influence or create new markets to meet consumer demand.

ENTP 530
Entrepreneurial Venture Finance 3 cr.
Venture financing is one of the most important aspects of an entrepreneur's efforts. Without financing, there is not much that can happen. Often referred to as seed or start-up financing, the entrepreneur has to be fortunate enough to be able to finance the venture on his/her own or savvy enough to raise capital either through bank loans, personal loans or venture capital. The course will cover the basic concept of venture financing.

EXM 699
Comprehensive Examination 0 cr.
The purpose of the comprehensive exam is to demonstrate knowledge of the substantive issues, key research questions, theory, empirical evidence, and implications related to a specific area.

EXM 700
Comprehensive Examination 0 cr.
The purpose of the comprehensive exam is to demonstrate knowledge of the substantive issues, key research questions, theory, empirical evidence, and implications related to a specific area.

Finance

FNCE 521
Financial Reporting and Analysis 3 cr.
This financial course is designed to provide the analytical framework needed to understand and evaluate financial statements, employ and interpret financial ratios, and perform basic financial analysis. We will examine the current financial statements and ratios of companies to assess their profitability and risk and to identify the connections between their strategic decisions and their financial footprints. "Profit" is examined through a critical lens.

FNCE560
Evaluating Capital Investments 3 cr.
This course focuses on the financial-economic analysis of corporate investment decisions. One of the most important decisions a firm makes is how to best allocate its capital resources. Business managers need to be able to analyze and communicate the value impact of proposed capital expenditures and strategic decisions. We will explore such topics as discounted cash-flow analysis, alternative decision criteria, mutually exclusive investments, lease vs. buy decisions, monte-carlo simulation and real options.

FNCE570
Financial Markets and Institutions 3 cr.
This course is intended to help you understand the role of financial institutions and markets play in the business environment that you will face in the future. It also helps you to develop a series of applications of principles from finance and economics that explore the connection between financial markets, financial institutions and the economy. On the financial markets side, we will learn about the role of money and the importance of interest rates in determining economic activity determinants of level of interest rates. On the institutions side, we will learn commercial banks, investment banks, insurance companies, mutual funds, the Federal Reserve Systems and their role of in the economy. We analyze issues in innovation and regulation with basic principles of financial economics. Recent events are used to illustrate concepts and develop analytical skills.

FNCE580
Investment Analysis and
Portfolio Management 3 cr.
This course acquaints MBA students with the theoretical and more practical aspects of investment analysis, for security selection and portfolio management purposes. The goal is to expose students to material that any participant in the investments industry from private investor to pension fund consultant to portfolio manager – will find useful. We also explore active vs. passive investment strategies, fundamental vs. technical analysis, trading practices, and performance evaluation. The role of futures and options in hedging and speculation will be explored. Students are expected to become familiar with current events in the financial news. The course includes a deeper coverage of some tools that are familiar from the first finance course (Financial Management) and, mostly, other tools not seen previously in the curriculum.

Health Care

HCMT 550
American Health Policy 3 cr.
The healthcare system is the U.S. is complex, highly regulated and influenced by numerous stakeholder groups and special interests. This course will introduce students to the historical public policy context in which our current system operates, including how legislation is made and the role state and federal governments play. The course will explore how the healthcare delivery system is structured and regulated with a special emphasis on how public policies have, and continue to, influence healthcare delivery and innovation. In addition, the course will cover the financing of healthcare – both public and private – and explore the rising costs of healthcare. After covering issues surrounding quality, access to care and the uninsured, the course will delve into understanding the recently passed healthcare reform law and its impact on key healthcare stakeholders.

HCMT 560
Healthcare Finance 3 cr.
The U.S. healthcare system is financed by every facet of society: individuals, businesses and government. This course will decipher the complex underpinnings of our system from a financing perspective, with a focus on who pays for it, how it's paid for, who generates the costs and what does the future hold. The course will review the basics of managerial accounting in a healthcare setting,

understanding balance sheets and financial statements and analyzing financial conditions of healthcare organizations. The course will also cover what goes into costs in a healthcare system, including labor costs, acquisition costs, regulation and insurance. The course will also explore the role and types of healthcare insurance in more detail, with an emphasis on contracting, cost shifting and the role of government. After examining current and innovative payment structures, the course will take a macroeconomic view of the current landscape to examine what may happen under health reform. While the course will touch on the principles of healthcare economics, prior experience with economics is not a prerequisite.

HCMT 570
Health Informatics and Health
IT Systems   3 cr.
Advances in technology have greatly impacted the organization, delivery and management of healthcare. This course will explore the basic tenets of health informatics, with an emphasis on how managers can use and leverage information technology to successfully lead their organization. The course will review the health informatics landscape and the fundamentals of using information technology, including the regulations that govern its use, such as the Health Information Portability and Accountability Act. Issues of interoperability, security, privacy and confidentiality will be addressed, as will the federal "meaningful use" guidelines. The advent of electronic medical records has given rise to new advances in computerized physician order entry, clinical decision support and quality improvement initiatives. Importantly, the course will also explore the future of health informatics, including the impact on patient decision making and the rise in telemedicine. Throughout the course, students will explore the operations management principles necessary to successfully manage their informatics infrastructure for peak organizational performance.

HCMT 580
Regulation and Strategic Planning   3 cr.
Many industries in the U.S. are regulated – airlines, utilities, automobiles – but few are impacted as greatly by various and often competing regulations as the U.S. healthcare system. As such, a successful leader in healthcare must understand the complex regulatory environment in order to strategically plan for her or his company's growth and ensure the ultimate goal of any healthcare delivery system – the delivery of quality, patient-centered care. This course will provide students with a broad and fundamental understanding of the various regulations (federal, state and local) guiding and impacting the U.S. healthcare system with a focus on how to think strategically and critically about the management and growth of healthcare companies. The course will focus on regulations impacting hospitals and provider groups, but will also review the regulatory landscape for health insurance companies and life sciences companies. Throughout the course, there will be an emphasis on risk management in the context of identifying, measuring and managing risk, especially the use of data to develop a comprehensive risk management strategy. Students will become familiar with the strategies used in healthcare management to proactively and reactively manage various regulations, stakeholders and risks.

History

HST 531
Civic Learning in the 21st Century   3 cr.
Building on the founding principles of United States government, this course explores the importance of civic learning in the 21st century. From the study of concepts such as liberty, natural equality, natural rights, civic identity, and civic liberalism, students will explore the key components that define a common education for citizenship in a democracy. Specific social issues that can be affected by civic learning, including violence, tolerance, and substance abuse, will be explored, along with methods for implementing civic learning in the classroom for grade levels K–12.

Homeland Security

HLS 505
Introduction to Homeland Security   3 cr.
This course will map and examine the homeland security terrain as it familiarizes students with the essential theories, ideas and issues that constitute the merging discipline of homeland security. Students will be introduced to national, state, local and private strategies and polices public and private homeland security initiatives best practice theory and the relationship between homeland security and homeland defense agencies.

HLS 510
Asymmetric Threat
to the American Homeland   3 cr.
The central purpose of this course is to provide students with an understanding of the theoretical, practical, organizational and operational aspects of asymmetric terror organizations. Through the context of the U.S. security domain, students are provided an understanding of the methodologies and trade-craft utilized by clandestine groups to organize, recruit and operate. The course addresses the various forms of terrorism along with successful anti-terror strategies used to compromise violent clandestine groups.

HLS 525
Intelligence Issues in Homeland Security   3 cr.
The course objective is to provide students a graduate-level understanding of the organizational, operational, and substantive issues in the U.S. Intelligence Community (IC). The course explores the role of intelligence as it relates to homeland and national security. Students will discuss issues relating to collection, analysis, fusion, dissemination, policy and strategy impact, intergovernmental relations, and oversight. The course investigates intelligence support issues and collection methodologies associated with non-federal agencies. The entire intelligence community is examined along with the laws, regulations, and governing policy that impact U.S. intelligence operations.

HLS 530
Graduate Research in Homeland Security   3 cr.
The purpose of this course is to provide graduate students an introductory-level understanding of the research methodologies, theoretical models, and problem-solving skills that government personnel or those employed in a homeland security-related field are likely to encounter during their careers. This course explores the practices and modalities of quality research as students are introduced to an array of qualitative and quantitative research techniques.

Students learn how to conduct case study and policy analysis research. Students also learn a number of effective problem-solving techniques, how to write about numbers, and how to display data in research or presentations.

HLS 532
Critical Infrastructure Protection   3 cr.
Protecting critical infrastructure is one of the most important aspects of homeland security. This course introduces students to America's infrastructure, the central role it plays in a modern society, and the network theory titled Model-Based Vulnerability Analysis (MBVA) used to protect these national assets. Each infrastructure sector is examined along with the inherent difficulties associated with protecting complex systems and networks. The course presents the fundamentals of risk assessment and teaches students how to arrive at an optimal investment strategy for protecting an asset or asset component. Through the application of theory, principles, and methodology, and by studying case examples, students will be able to construct effective protective strategies for infrastructure in their discipline, region, or state. The course examines the economic impact of major system failure caused by malfunction, disaster, or attack.

HLS 540
Modern Security Technologies   3 cr.
In today's interconnected and technology-based society, government, and private agencies are more dependent than ever on technology to accomplish their missions. This course provides students an overarching examination of Homeland Security technologies. Students will learn how to leverage and use technology as a tool to facilitate the intelligence, prevention, protection, response, and recovery missions. The course broadens student perspectives about security related technologies and enables them to understand the issues associated with identifying, implementing, and evaluating a new technology or the novel application of a technology in the Homeland Security field.

HLS 542
Emergency Management
in Homeland Security   3 cr.
This course is founded on the premise that effective homeland security leaders must possess a comprehensive understanding of emergency management principles, practices, strategies and methodologies. This course introduces students to the dynamic field of emergency management and then works to deepen student understanding through the use of case study. Students learn to view emergency management and disaster from an administrative, political, social, and economic perspective. Interdisciplinary, multidisciplinary, legal, political, and policy issues are examined. Students learn how emergency managers operate before, during, and after a man-made, accidental, or naturally occurring disaster.

HLS 550
Project Management for
Homeland Security Leaders   3 cr.
To be successful in today's rapidly evolving world, leaders and employees in the pubic and private sectors must possess a comprehensive understanding of the concepts, principles, and practices associated with project management. This course provides students the necessary knowledge and skill sets to identify, plan, and bring to fruition complex domestic and international projects in hyper-competitive environments. The course examines an

array of project management issues, including planning, implementing, scheduling, budgeting, and assessing techniques. Students learn collaboration building skill-sets through a team-based approach to project, program, and portfolio management. This course will assist students to deliver projects in a timely, professional, and consistent manner.

HLS 577
Strategic Issues in Homeland Security   3 cr.
The principle objective of this course is to broaden student understanding of the multidisciplinary and contrasting architecture of Homeland Security. Students examine a variety of contemporary issues in the areas of public health; citizen and state rights; border, maritime, aviation, and transportation security; the civil-military relationship; the impact of security on commerce; and the expanding role of law enforcement in national, regional and state security efforts. The course also examines the USA PATRIOT Act and the handling of citizens when they are detained for terrorist-related violations.

HLS 562
Comparative Homeland Security   3 cr.
The overarching purpose of this course is to provide students a detailed examination of the national counter terrorism and homeland security strategies, policies, and practices employed by a variety of countries in Europe and Western Asia. Students work toward developing an understanding of the difficulties associated with national security-related policies. Learning how other countries cope with the terrorism phenomenon while balancing the need for security and the demands of a free society is the central theme of the course. The course includes a survey of counter terrorism policy responses in liberal democracies across the globe.

HLS 568
Psychology of Terrorism   3 cr.
This course introduces students to the psychological aspects of terrorists, terrorism, mass-casualty, and catastrophic events. The course focuses on how seemingly good people are able to perpetrate acts of extreme violence. In addition, students are introduced to the psychological consequences experienced by victims and the general public when terrorism and other horrific acts occur and are then publicized in the media. The course will conclude by reviewing the status and fallacies related to the interventions applied to victims of extreme events.

HLS 590
Capstone: Application of Knowledge   3 cr.
The Capstone course provides students the opportunity to broaden and deepen their understanding of the knowledge acquired in the Homeland Security program. The course examines the content, core issues, and future application of the knowledge acquired in each course. Additionally, the course identifies and surveys future issues associated with each course topic. The course is presented in seminar format.

Hotel Management

HMT550
Hotel Facility Design   3 cr.
This course focuses on the programming, design process, principles of space planning, and general operations of hospitality facilities. Emphasis will be on architectural components including space planning, furniture, materials, building systems, building code, and health and life

safety compliance. Environmental psychology, Anthropometrics, Proxemics and sustainability implications will be explored. Students will gain an overview of the design process, key players, and a command of the language and terms commonly incorporated in the design and construction of food service and hospitality facilities.

HMT560
Hotel Risk Management   3 cr.
In the hotel industry, which entirely depends on the services it offers, it is imperative to identify and manage risk effectively. From a supervisory perspective, risk shall be analyzed, evaluated, and assessed, from both proactive and post crisis posture. Using a risk management model to identify and assess risk, implement strategies and evaluate outcomes, students will understand how properly designed processes are used to protect individuals, organizations, or departments against financial, physical, legal and other damages including terrorism and natural disaster. A critical understanding of how each department of hotel operations requires its own unique parameters for risk management will be explored.

HMT570
Marketing Quality Service in Hospitality   3 cr.
Hospitality Quality Service is a comprehensive course focused on problems and strategies specific to marketing and quality of services. Problems commonly encountered in services such as inability to inventory, difficulty in synchronizing demand and supply, and difficulty in controlling quality will be addressed. Topics include: concepts of service science design and engineering of services, human dimensions in service management and ethical consideration. The course will provide students with requisite knowledge in the field of marketing service quality.

HMT580
Hotel Revenue Management   3 cr.
Hotel Revenue Management will investigate how the combination of price, supply and demand, can optimize revenue objectives to ensure maximum profitability. Historically, revenue management/ yield mange. This course focuses on how the organization should set and update price and product availability across its distribution channels in order to maximize profitability. Students will review the main revenue management methodologies that are utilized by the hospitality industry. Issues of legality and customer backlash are examined in the context of charging different prices for virtually the same product/service.

Human Resources

HRMT 505
Compensation and Benefits   3 cr.
Compensation and benefits are key motivators for why employees come to and stay at an employer. As turnover costs time and money, companies want to attract and retain the best talent, and that involves compensating them fairly. While Human Resources is not a profit center in an organization, compensation and benefits are the largest cost outlay most companies have. So it behooves an organization to manage their comp and benefits strategy. In this course, we will examine how organizations can design and implement successful compensation programs that address both employee and employer considerations.

HRMT 511
Human Resource Laws and Compliance   3 cr.
This course examines the legal and ethical considerations managers and human resource professionals must make in developing practices and procedures for managing their work force. This course has a particular emphasis on how to develop best practices to ensure compliance and avoid costly litigation.

HRMT 517
Organizational and Individual Development 3 cr.
This course examines the strategic methods organizations use to develop their employees in order to meet company goals and objectives. We will examine various training methods, as well as consulting, coaching and measurement of behavioral and attitudinal change.

HRMT 522
Recruitment and Selection   3 cr.
This course explores the processes whereby an organization identifies, evaluates and builds its workforce. Numerous considerations, both legal and organizational, need to be taken into account in attracting and retaining good workers.

Interior Architecture

ID 501
ID Precedent Studio I   3 cr.
Precedent building analysis and research remains an integral component of the design profession, as a tool for deciphering architectural and interior design history. This graduate level precedent design studio, along with the co-requisite precedent research seminar, explores design principles and theory through selected readings, discussions, and short studio assignments. The student will develop an understanding of interior design and architectural design analysis through various diagrammatic techniques. It is through precedent studies that designers can develop their identification of themes and patterns that aid in the generation of design form.

ID 503
ID Precedent Studio II   1 cr.
A continuation of the Graduate Precedent Studio I course that builds upon analytical and research skills. This graduate level precedent design studio, along with the co-requisite precedent research seminar, explores the maturation of design principles and theory through selected readings, discussions, and short studio assignments. The student will develop a mature understanding of interior design and architectural design analysis through various diagrammatic techniques. It is through precedent studies that designers can develop a refined identification of themes and patterns that aid in the generation of design form. This final studio aims to clarify the link between and beyond the layers of history and design.

ID 506
Emerging Materials and Systems   3 cr.
Emerging materials and advanced environmentally responsible building systems are the principle focus of this course. Students explore current and emerging technological advancements and appropriate application of intelligent materials, finishes, and construction. Technical and aesthetic aspects of progressive environmental building systems, intelligent materials, energy efficiency, Zero Energy Building, Renewable Energy Systems, and

Lighting (natural and artificial), are covered in-depth along with their impact in our built and natural environments. Prerequisites: ID 503, ID 504, ID 505, ID 530, or permission of instructor.

ID 507
Art and Science of Interior Lighting **3 cr.**
The principles of interior lighting are explored through lectures, field trips, testing, and studio projects to develop an advanced understanding of potential design solutions. Through demonstration within the lighting lab and software simulation students analyze and compare luminaries, lamping options, and controls. Participants address the aesthetic, functional, environmental, and regulatory needs of residential and commercial lighting requirements of interior spaces. Topics such as daylight, glare, color rendition, light distribution, control and dimming, energy consumption, energy codes, heat production, light trespass, cost, and light pollution are addressed. Prerequisites: ID 504, ID 505, ID 506, ID 530, or permission of instructor.

ID 510B
Global Studio II **4 cr.**
(Non-Western)
A global look at interior design strategies that are applied to advanced graduate level studio projects and assignments of various size and complexity based on student area of concentration. Students are introduced to advanced integrated design programming, concept development, schematic design, design development, and presentation. Special focus on international environmentally responsible design, universal design, international building codes, environmental assessment tools, and sustainable design rating systems are explored and applied. Student's select project types based on area of concentration to be further researched and investigated within a studio setting. The "Study Abroad Component" (non-Western country) of the course includes pre-departure orientation seminars covering all aspects of the tour: opportunities for investigation, group dynamics, problem solving, and team spirit created by cohesiveness within the classroom. Students will participate in a professionally led study and research opportunity in a host country. Students will investigate sustainable design issues, philosophies, and practice of other cultures, as well as historical context.

ID 511
Forum I **1 cr.**
Part 1 of a four-semester continuing course studying the interrelationship of theory, history, and practice as it relates to architecture, interior design, and the designer. It looks at theory not as a specialized discourse related only to design, but touches upon many broader issues, whether they are cultural, aesthetic, technological, philosophical, or professional. Topics, readings, and examples are chosen from a wide range of materials, from classical antiquity to today, as well as from many complementary issues related to creating a multi-disciplinary approach to design. This course provides a forum for discussion and exploration.

ID 512
Forum II **1 cr.**
Part 2 of a four-semester continuing course studying the interrelationship of theory, history, and practice as it relates to architecture, interior design, and the designer. It looks at theory not as a specialized discourse related

only to design, but touches upon many broader issues, whether they are cultural, aesthetic, technological, philosophical, or professional. Topics, readings, and examples are chosen from a wide range of materials, from classical antiquity to today, as well as from many complementary issues related to creating a multi-disciplinary approach to design. This course provides a forum for discussion and exploration.

ID 517
Theory, Criticism, and Methodology **3 cr.**
Through the careful consideration of key philosophical and theoretical texts, this course offers a forum for discussing contemporary and historical doctrine. This course is dedicated to exploring the ideas that lie behind the appearances of buildings and interior design, that is, architectural theory. In general, theory is the province of ideas that precedes action. Theory and practice are inseparable. This course aims to explain, traditional conventions, environmental concerns, experimental structural concepts, or aesthetic judgments. Likewise, theory relies ultimately on practice to test its hypotheses and assumptions. Therefore, the course will primarily focus on the development of contemporary literary examples related to design and theory, through a semester long reading intensive course of far reaching ideas, on analysis and critique of written doctrine relevant to interior design and architecture. Of interest is the articulation of philosophical and contemporary design issues, from as early as LeCorbusier's Towards a New Architecture to the most recent literary examples of Zaha Hadid's Randomness vs. Arbitrariness.

ID 518
**Scandinavian Architecture
and Interior Design** **3 cr.**
Design History Elective
This course will survey the architecture of the Scandinavian countries, in terms of history, culture, design (interior design and architecture), building technology, and the environment, in relationship to Western Architecture. This course will explore various periods of design and construction from the Viking Age settlements in the North Atlantic, the towering stave churches in Norway, and the modern architecture of Sverre Fehn. This course will include discussions of select Scandinavian influenced works in New England and a visit to examples by Alvar Aalto, Eero Saarinen, and Steven Holl works located in Cambridge. Our focus will be on the development (past and future) of Scandinavia, in the context of History, Architecture, Interior Design, Urban Design, and Culture. The course will also allow for exploration of individual architectural and theoretical interests.

ID 519
Modern Furniture Classics **3 cr.**
Design History Elective
An in depth look at the development of modern furniture design, beginning with the early precursors of the mid-19th century through to future classics being designed today. While the artifacts under scrutiny will be furniture, their stylist expressions illustrate the technical, aesthetic and social contexts of their time.

ID 520
Advanced Electronic Media **3 cr.**
Electronic Media covers the full set of skills and strategies for efficient work-flow in the interior design profession. Software selection and implementation are reviewed

with an emphasis on an efficient design process, and high quality and flexible documentation at all stages.

ID 530
Psychology of Place **2 cr.**
This course examines the interplay between humans and their interior environments. Through historical precedents, current academic theories and scientific research students will study the psychological affects interior environments have on human behavior and perception. Students investigate both simplistic and complex interior environments and components such as volumetric space, color, texture, art, furniture, artificial light, and natural light to acquire practical design approaches that can be incorporated into professional practice. Prerequisites: ID 503, ID 504, ID 505 and or permission of instructor.

ID 535
**Literature and Theory
in Sustainable Design** **3 cr.**
This course focuses on historical and contemporary sustainable design theory through analyzing written works of leading scholars, theorist, scientist, and environmentalist. Issues about the built environment are investigated to better understand historical precedents and contemporary trends. Students will gain a global understanding the impact design has on our planet.

ID 545
**Universal Design
for the Built Environment** **3 cr.**
The focus of this course is on the examination of the universal design of buildings, spaces, products, and programs. Students will be prepared to creatively respond to the built environment, relevant to the psychological, physical, political, educational, sociological impacts in the areas of interior design. Universal Design is important as a means to make the components of our built environment accessible to all ages and abilities.

ID 575
Interior Design Firm Management **1 cr.**
This seminar examines "best practices" and current trends in Interior Design firm management. Students will be exposed to current business methodologies, philosophy, finance and accounting principles necessary to transition and advance from an employee to associate, principle, or sole practitioner. The seminar targets strategic topics such as business development, project management, business communication, ethics, human resource administration, and organizational behavior.

ID 580
Education Practicum I **1 cr.**
This course is Part 1 of a three-part intensive investigation into interior design education techniques, teaching effectiveness, and curriculum development. Assigned to a full-time faculty member and assisting in classroom critiques and lecturing affords students first-hand teaching experience. Participants attend weekly seminars covering topics such as public speaking and communication, interior design accreditation requirements, curriculum development, online course delivery, teaching effectiveness strategies, and current instructional models. Weekly meetings provide a forum for discussion and mock presentations.

Graduate courses

ID 588
Master's Thesis I: Seminar   1 cr.
Thesis I is the first stage of a three semester thesis sequence, which allows students an opportunity to focus on an area of inquiry relevant to interior design. Through library research, precedent analysis, and methodology this seminar provides direction and techniques needed to conduct academic research on any aspect of interior environments, occupant comfort, design theory, or the impact on the designer. The seminar is a comprehensive entry point into investigations for the three stage sequential thesis.

ID 589
Master's Thesis II: Written Defense   3 cr.
Thesis II is the second stage of the three semester sequence, which requires students to prepare a comprehensive literature review and submit a written defense on their area of inquiry relevant to interior design. The course builds upon research methods and standards discussed in the Thesis Seminar and are now applied to their critical position.

ID 590
Master's Thesis III: Scholarly Defense   3 cr.
Thesis III is the final stage of the three-semester sequence, which requires students to prepare a comprehensive visual defense on their area of inquiry relevant to interior design or practice. The course builds upon research methods and standards discussed in the previous Thesis stages and are now applied to visually defend the student's critical position, through a professionally applicable hypothetical design problem.

ID 590E
Design Practice Research Internship   3 cr.
This full semester internship combines the process and procedures for practice based design research with academic research in an approved professional design firm. Students will develop and apply academic research methods and theory to practice based design problems. The "Design Practice Research Internship" provides a foundation for evidenced based design and inspired research within current design practice. The fourteen week period is planned and supervised by faculty and site supervisors. Students meet weekly on campus supervision group provides the opportunity for students to reflect upon their experiences and learning. Students are responsible for outside reading and writing assignments designed to integrate design research with practice. Students spend 3 or 4 days at site and attend weekly meeting on campus. Prerequisites: Art 500, Art 501, Art 502, Art 505, IDI 5xx Media I, IDI 5xx Interior Environments Studio I, IDI 5xx Materials & Specifications, IDI 5xx Media II, IDI 5xx Lighting Interior Environments, or Permission of Graduate Program Director.

ID 610
Domesticity and Identity
in the Built Environment   3 cr.
This course will explore the concept of home and how people from various cultures throughout (and even before) history conceived of themselves and the spaces and places in which they live. A special focus on "Identity—who we are, who we think we are, who we want others to think we are" will be discussed and along with its relevance in the built environment.

ID 611
Forum III   1 cr.
Part 3 of a four-semester, continuing course studying the interrelationship of theory, history, and practice as it relates to architecture, interior design, and the designer. It looks at theory not as a specialized discourse related only to design, but touches upon many broader issues, whether they are cultural, aesthetic, technological, philosophical, or professional. Topics, readings, and examples are chosen from a wide range of materials, from classical antiquity to today, as well as from many complementary issues related to creating a multi-disciplinary approach to design. This course provides a forum for discussion and exploration.

ID 612
Forum IV   1 cr.
Part 4 of a four-semester, continuing course studying the interrelationship of theory, history, and practice as it relates to architecture, interior design, and the designer. It looks at theory not as a specialized discourse related only to design, but touches upon many broader issues, whether they are cultural, aesthetic, technological, philosophical, or professional. Topics, readings, and examples are chosen from a wide range of materials, from classical antiquity to today, as well as in many complementary issues related to creating a multi-disciplinary approach to design. This course provides a forum for discussion and exploration.

ID 617
Contemporary Architectural Icons   3 cr.
Architectural icons, whether they are design firms, individuals or projects, will be examined with a critical eye: The "Bird's Nest" of the Beijing Olympics, The Guggenheim at Bilbao, Spain, The Burj Al Arab Hotel at Dubai. Through extensive readings by and about recent icons of the design world, we will try to answer questions like: Have they met the standard of "firmitatis, utilitatis, venustatis?" Does it matter? Icons are, by definition, popular. How does "popularity" fit into criticism? Can critical standards be applied uniformly? Do only wealthy and powerful clients build icons?

ID 620
Global Sustainable
Interior Design Studio   3 cr.
A global look at sustainable interior design strategies that are applied to advanced graduate level studio projects and assignments of various size and complexity based on student area of concentration. Students are introduced to advanced integrated design programming, concept development, schematic design, design development, and presentation. Special focus on international environmentally responsible design, universal design, international building codes, environmental assessment tools, and sustainable design rating systems are explored and applied. Student's select project types based on area of concentration to be further researched and investigated within a studio setting. The "Study Abroad Component" of the course includes pre-departure orientation seminars covering all aspects of the tour: opportunities for investigation, group dynamics, problem solving, and team spirit created by cohesiveness within the classroom. During the March spring break students will participate in a professionally led study and research opportunity in a host country. Students will investigate sustainable design issues, philosophies, and practice of other cultures, as well as historical context.

ID 630
Special Topic Studio   3 cr.
This elective studio provides graduate students an opportunity to focus on particular issues and components within the built environment. The studio includes lectures on focused area, group discussions, individual and/or group projects. Students advance their theory, knowledge, and design expertise within topic focus.

ID 680
Education Practicum II   1 cr.
This course is Part 2 of a three-part, intensive investigation into interior design education techniques, teaching effectiveness, and curriculum development. Assigned to a full-time faculty member and assisting in classroom critiques and lecturing affords students first-hand experience. Participants attend weekly seminars covering topics such as public speaking and communication, interior design accreditation requirements, curriculum development, online course delivery, teaching effectiveness strategies, and current instructional models. Weekly meetings provide a forum for discussion and mock presentations. This practicum reinforces the concurrent learning mission of the College.

ID 681
Education Practicum III   1 cr.
This course is Part 3 of a three-part, intensive investigation into interior design education techniques, teaching effectiveness, and curriculum development. Assigned to a full-time faculty member and assisting in classroom critiques and lecturing affords students first-hand experience. Participants attend weekly seminars to advance their skills in such topics as public speaking and communication, interior design accreditation requirements, curriculum development, online course delivery, teaching effectiveness strategies, and current instructional models. Weekly meetings provide a forum for discussion and mock presentations. This practicum reinforces the concurrent learning mission of the College.

ID 688
Master's Dissertation I (Seminar)   3 cr.
Dissertation I is the first stage of a three-semester sequence, which allows students an opportunity to focus on an area of inquiry relevant to interior design. The seminar provides direction and techniques needed to conduct academic research on any aspect of interior environments, occupant comfort, design theory, or the impact on the designer. The first seminar is a comprehensive entry point into investigations for the three stage sequential dissertation.

ID 689
Master's Dissertation II: Written Defense   6 cr.
Dissertation II is the second stage of the three-semester sequence, which requires students to prepare a comprehensive written defense on their area of inquiry relevant to interior design. The course builds upon research methods and standards discussed in the Dissertation Seminar and are now applied to defend their critical position.

ID 690
Master's Dissertation III: Visual Defense   9 cr.
Dissertation III is the final stage of the three-semester sequence, which requires students to prepare a comprehensive visual defense on their area of inquiry relevant to interior design. The course builds upon research methods and standards discussed in the previous Dissertation stages and are now applied to visually defend the student's

critical position, through a professionally applicable hypothetical design problem.

ID 690E
Extended Thesis 0 cr.
Students continue to develop a comprehensive visual defense on their area of inquiry relevant to interior design, design theory or practice. The course builds upon research methods and visual presentation standards discussed in Thesis I , Thesis II, and Thesis III to complete a successful defense of an individual thesis design problem begun in the previous Dissertation/Thesis I, II, III stages. Prerequisites: ID 690, ID 590 and permission of the Program Director.

IDC 505A/510A
**Commercial/Institutional
Interior Environments I** 4 cr.
This commercial and institutional studio focus is on the development of innovative and forward thinking workplace environments. Students apply historical precedent analysis, social, corporate culture, human behavior, and environmental psychology to complex workplace design scenarios confronting contemporary interior designers. Assignments and projects are studio based with emphases on spatial interior zoning, organizational hierarchy, and work styles for the 21st century.

IDC 505B/510B
**Commercial/Institutional
Interior Environments II** 4 cr.
This studio continues the investigation and design of commercial and institutional design. Students will further the advancement of their design research through integrated historical precedent analysis, social, corporate culture, Business Communication Issues, human behavior, and environmental psychology as related to complex workplace scenarios confronting contemporary interior designers. Assignments and projects are studio based with further emphasis on spatial interior zoning, organizational hierarchy, and work styles for the 21st century. The studio will also explore the coordinated and integrated relationships between interior designer, architect, and contractors, as well as issues related to budgets and scheduling.

IDH 505B/510B
Healthcare Interior Environments I 4 cr.
Evidence based design is applied to develop healing spaces for various medical interior environments. Students undertake an interdisciplinary approach to research multiple aspects of health and healing environments in order to develop working spaces that respond to patient, family, staff, and user physical and psychological needs. The importance of staff efficiency, privacy concerns, and comfort are emphasized. Sustainable design principles are used to establish benchmarks for indoor environmental quality and other health supporting factors.

IDH 515/510B
Healthcare Interior Environments II 4 cr.
Students undertake complex healthcare and healing interiors and components, applying evidence based research and current published studies to design solutions. Case studies are examined and tested within studio assignments focused on the development of patient and family friendly, staff supportive healing interiors.

IDI 510A
**Interior Environments Studio I
(Universal Design)** 3 cr.
Students apply elements and principles of interior architecture and color, materials, and occupant comfort to a series of residential and small commercial interior environment scenarios. Issues of human factors, universal / inclusive design, and sustainability are emphasized throughout the studio assignments.

IDI 505B
Interior Environments Studio II 3 cr.
Interior design strategies are applied to projects of increasing size and complexity with a focus in contract design, commercial, and hospitality design. Students are introduced to advanced integrated design programming strategies, evidence based design, concept development, schematic design, design development and presentation skills. A special focus on the interplay between humans and their interior environment is emphasized. Environmentally Responsible Design, space programming and planning, integration of codes, environmental assessment tools and rating systems for sustainable commercial, corporate and hospitality environments are explored. Prerequisites: IDI 510, IDI 525, IDI 535, IDI 537 or permission of the Graduate Program Director.

IDI 525
**Media I: Construction Documents
(Technical Drafting/ ACAD)** 3 cr.
In the field of interior architectural design the thought and method of expression are equally important. Students will learn to communicate their design ideas through the use of both instrumental, computer assisted, and freehand drawing. The course will cover the production of orthographic, multi-view, isometric, oblique and perspective drawings. Students will explore construction document production through both hand technical and computer assisted and building information modeling techniques. Diverse media and software will be explored, as well as, English and Metric units of measure.

IDI 530
Media II: Hand Rendering & Sketching 2 cr.
This course explores the art of communicating design concepts through advanced sketching, annotated diagrams, delineation, and rendering techniques specifically geared toward effective interior design presentations are developed. Multiple rendering techniques are explored. Emphasis is placed on the effective graphic communication of design ideas in plan, section, elevation and 3-D sketches. Both hand generated technical perspective and computer generated perspective media is an integral component of the course. Prerequisites: IDI 525 or permission of the Graduate Program Director.

IDI 535
Materials and Specification 3 cr.
Students investigate the properties of interior finishes, furniture, and equipment. The appropriate selection and specification of materials based upon code, occupant comfort, universal design, sustainability and aesthetics is researched. Life cycle analysis is used to determine the source, manufacture, transportation, maintenance, durability, and disposal of a product. Viable information sources for sustainable products are explored along with third party verification of green product claims.

IDI 537
Lighting Interior Environments 3 cr.
The principles of lighting interior environments are explored through lectures and studio projects to develop an understanding and application of appropriate lighting design solutions which meet the aesthetic, functional, and regulatory needs of residential and commercial interior spaces. Artificial lighting, daylight, and energy efficiency will be primary topics in this course. Prerequisite: IDI 510, ID 535, or permission of the Graduate Program Director.

IDI 540
**Media III: Advanced Construction
Documents & Rendering** 3 cr.
This course will build on skills and knowledge gained in Media I and Media II. The emphasis is focused on multiple software applications to develop effective building information modeling (BIM) computer generated construction documents and presentation renderings. Special attention will be toward electronic presentations and animations. Diverse media and software will be explored, as well as, English and Metric units of measure. Prerequisites: IDI 530 or permission of the Graduate Program Director.

IDI 542
Building Systems & Integrated Design 3 cr.
Students explore the technical and aesthetic aspects of structure, environmental systems including plumbing, electrical, HVAC system types, natural ventilation, energy efficiency, and lighting (natural and artificial), fire protection and safety, and acoustics and their impact on the built and natural environments. The appropriate selection of technologies and materials based on codes, universal design, sustainability, function, aesthetics, and human comfort are explored and evaluated for a variety of interior environments.

IDI 545
Design Portfolio 1 cr.
The design portfolio is an essential component of the practice of interior design. Students are introduced to the components and methods of executing a professional portfolio. Students will be guided through the process of narrative building, design work inventory, editing, presentation techniques, and designing of an individual portfolio. Resume, cover letter construction, and electronic portfolios will be emphasized.

IDI 547
Design Research Seminar 2 cr.
This course examines the process and procedures for writing a traditional academic thesis and fuses the research with the design process. Students will develop knowledge in "taking a critical position", the importance of forming a thorough review of literature, and applying research methods. The course provides a foundation for undertaken and developing an original project work through evidenced based design and inspired research. Prerequisites: IDI 510, IDI 530, IDI 537, or permission of the Graduate Program Director.

IDI 550
**Diverse Perspectives
in the Built Environment** 2 cr.
This course is a survey from the 19th century through the present day of the global built and natural environments. An emphasis on both Western and Non-Western architecture and interior design within the context of cultural,

political, economical, and social science will be explored.

IDI 555

Professional Practice 2 cr.

This course examines the practice of Interior Design and business components necessary to engage the profession. Various types of design firms are discussed from small residential / commercial to large global design firms. The course carefully examines leadership, professional ethics, project management, financial management, client management, marketing and business development as well as strategies for collaborating in teams and team building techniques. Continuing education and lifelong learning will also be emphasized and the importance for a designer to always remain current with theory and technology in the delivery of design solutions.

IDI 560

Internship 2 cr.

This semester long course fuses academic theories to the professional work environment. The eight-week period is planned and supervised by faculty and site supervisors. A weekly, on campus supervision group provides the opportunity for students to reflect upon their experiences and learning. Students are responsible for assigned outside reading and writing assignments designed to integrate theory and practice.

IDI 570

Capstone Studio 3 cr.

Students develop the design concepts of a topical area of specialty explored in IDI 5xx Design Research Seminar, fused within a final semester's effort, stressing critical analysis and professional application. Practical and theoretical solutions culminate in a research capstone design project and final presentation. Prerequisite: IDI 547 or permission of the Graduate Program Director.

IDR 505A/510A

Residential Interior Environments I 4 cr.

This studio focus is on the social, environmental, economic, and psychological issues confronting the designer of residential environments. Evidence based design is applied to small to mid-size scale projects. Projects, case studies, and related assignments emphasize the design process, precedent analysis, and theory as it pertains to 21st century housing issues.

IDR 505B/510B

Residential Interior Environments II 4 cr.

This studio continues the advanced investigative research and study into residential interior environments through the development and application of forward thinking design solutions, individual and group studio based projects and research assignments emphasize the integration of social, psychological, and global issues within the design of residential interior environments.

IDS 505A/510A

Sustainable Interior Environments I 4 cr.

Sustainable interior design strategies are applied to multiple small to mid-sized scale projects and assignments. Students apply an interdisciplinary approach to environmental material selection, building systems research, precedent analysis, along with current professional journal publications to inform and guide design decisions. Studio assignments focus on the development of earth and user friendly environmental design.

IDS 505B/510B

Sustainable Interior Environments II 4 cr.

Sustainable interior design strategies are applied to large scale complex building type within this advanced interior design studio. Students build upon their knowledge in sustainable design theory, and implementation skills through sustainable integrated design applied to programming strategies, concept development, schematic design, design development and presentation. Studio based design problems focus on environmentally responsible designs related to complex space planning and programming.

International Education

IED 500

**Philosophical and Research Foundations
for Technology in Teaching and Learning** 3 cr.

In order to develop an understanding of how technology becomes an organizational tool for improvement of teaching and learning, a systems approach is necessary, including a review of the philosophical underpinnings of technology change. The framework behind this degree program is presented from a research basis as well as a conceptual examination of synchronous and asynchronous technologies. The framework will be couched in terms of a virtual environment students will read from the research basis concerning virtual learning, brain research, theories of development of virtual worlds, and an examination of the characteristics of learners, including those described as digital natives.

IED 504

Theories in Curriculum Design 3 cr.

The aim of this course is to provide students with opportunities to make contact with a broad variety of curriculum theory, design, and successful practice. Our work will deal with matching specific theories of curriculum development to present practice as found both in the literature and in the professional experiences available to our class. The final goal is to develop a curriculum project appropriate to students' work settings or interest, grounded in a theoretical framework. Students will come away with a completed project that can be applied to their schoolwork or future graduate investigations. All work in this course will be based on successful practices in multicultural context.

IED 509

Language Diversity in Education 3 cr.

This course deals with multiple issues in ethnic, cultural, and linguistic diversity as they affect educational policy and educational practice. It is designed for teachers interested in broadening their knowledge base related to bi/multicultural, bi/multilingual issues, to deal with teaching and social challenges that arise in schools that have a linguistically, culturally, and ethnically diverse population.

IED 510

Leadership in International Education 3 cr.

Through review of theory and research on leadership, the study of organizational culture, and the principles necessary to support change, this course will lay the foundation for the understanding of effective leadership in the international school.

IED 511

Strategies for Change in International Schools 3 cr.

The focus of this course includes structuring schools for improvement and student success. A rethinking of curriculum and instruction, including the basic tenets held about what we should teach, how we should teach it, and how we assess what students learn, form the cornerstone for restructuring schools.

IED 512

Assessment and Evaluation 3 cr.

This course studies the observation, assessment, and evaluation of second language skills, focusing upon proficiency in the four language skills: listening, speaking, reading, and writing test development including non-traditional authentic assessment techniques and socio-cultural issues in testing.

IED 521

**Methods of Teaching
English as a Second Language** 3 cr.

This course provides a pre-practicum experience in curriculum development, instructional techniques, and formal and informal assessment practices for teachers of English language learners. Students will explore current theories and practices in promoting the ESL learner's listening, speaking, reading, and writing skills.

IED 522

Intercultural Communication 3 cr.

An exploration of the concepts of intercultural communication and their applications to the field of education. Emphasis is on using the teacher's cross-cultural competencies to integrate children who are from other countries and/or whose first language is not English. Other topics will include initiating students to new educational systems and the use of culturally appropriate curricular activities for their teaching disciplines.

IED 524

**Child and Adolescent Psychology:
Theory and Practice Cross-Cultural** 3 cr.

This course is designed to provide students with a broad overview of several areas of child and adolescent psychological development. The course will examine behavioral and psychological development of the child from conception through adolescence. Various theories and theorists prevalent in the field of child and adolescent psychology including Piaget, Freud, Erikson, Vygotsky, Kohlberg, etc., will be reviewed. The course will expose students to a variety of perspectives on the external and internal influences on the developing child and on the eventual passage into adolescence.

IED 530

Linguistics and Language Acquisition 3 cr.

This course explores phonological and syntactical theory of English and other languages, sociolinguistics, research and theories in first and second language acquisition, and strategies for developing English language skills in listening, speaking, reading, and writing. Students will also develop an understanding of reading theory, research, and practice and the differences between first and second language acquisition in the learning of literacy skills.

IED 535
Teaching English as a Second Language in International or Multilingual Schools **3 cr.**
This course explores the influence of socio-cultural factors upon language learning, the interaction between languages and society, and the cultural elements in communication and learning.

IED 570
Clinical Experience in ESL **3 cr.**
This course will examine and appraise international ESL curricula and instructional approaches across all grade levels. It includes a presentation of basic ESL and general curriculum models, with reference to research-supported practices and to formative and summative assessment. The goal of this course is to provide each student with opportunities to make contact with and to implement a broad variety of ESL theories, curricular designs, and successful practices. Coursework will deal with matching specific theories of ESL curriculum development to present practice as found both in the literature and in rich professional experiences available among the course participants. Activities, content, and materials are focused on international curricula, as found in the K-12 international schools in which ESL practitioners from this program will likely work.

IED 571
Leadership for Technology in Schools **3 cr.**
This course will review theory and research on leadership, the study of organizational culture, and the principles necessary to support change. In addition, this course will lay the foundation for the understanding of effective leadership in allocating human resources, using and developing technology in schools and technology plans and audits. Students will examine and develop strategic planning for technology, develop financial plans, and plans for teacher professional development using technology in their classes and schools. Case studies will be used in this course.

IED 572
Clinical Experience in International Education **3 cr.**
This course will examine and appraise international curricula and instructional approaches across all grade levels. It includes a presentation of basic curriculum models with reference to research-supported practices and to formative and summative assessment. The goal of this course is to provide each student with opportunities to make contact with and to implement a broad variety of curriculum theories, curricular designs, and successful practices. Coursework will deal with matching specific theories of curriculum development to present practice as found both in the literature and in rich professional experiences available among the course participants. Activities, content, and materials are related to international curricula including, but not limited to, the International Primary Curriculum (IPC), the International Baccalaureate Primary Years Program (PYP), the Middle Years Program (MYP), and the Diploma Program (DP).

IED 573
Reflective Seminar: International Education **3 cr.**
This course is designed to provide students an opportunity to develop a diverse set of perspectives for analyzing organizations and/or taking effective leadership. The primary focus of the course is on understanding the various dynamics that affect the operation of educational organizations. Specifically, leadership theory, change theory, organizational behavior and policy analysis will be introduced. Learning to use multiple perspectives in the organization will give students opportunities to reflect on their role as an educator while expanding the set of possible choices they have for taking actions and leadership. Preparation for leadership positions will be the primary focus.

IED 574
Final Research Project **3 cr.**
The Research Project is designed to prepare a graduate student in the practical engagement of the principles of applied research as they have been presented in Research Methods. During the Research Methods course, students were asked to research a topic within their field and to prepare a research proposal for critique by peers. Here, using knowledge from the previous class, students will choose from two options: First, students may choose to improve and then implement their Research Methods course proposal, conduct data analysis, and write a final research report suitable for publishing. Second, students may choose instead to write another proposal using the "matches" procedure described below, in which they construct another theoretical research model that will amply demonstrate their skills in the use of applied research methods to affect change within their work environments. Please note that this second option will only be theoretical, not implemented, and data will be created to allow for practice in conducting statistical tests.

IED 575
Practicum in Technology in Schools **3 cr.**
The practicum course provides students with a clinical experience in technology, moving students from merely reading about ideas to trying them out in practice. A goal of this course is to provide each student with opportunities to make contact with and to implement a broad variety of technology theories, system designs, and successful practices. Coursework will deal with matching specific theories of educational technology to present practice as found both in the literature and in rich professional experiences available among the other course participants. Students will be required to locate a technology-rich work or volunteer educational setting, as well as a mentor from that setting.

IED 580
Innovative Practices in Education **3 cr.**
This course is designed to enhance the knowledge base for professionals in an era of school restructuring, technological innovation, and social change. Teachers and administrators will learn first-hand about innovative practices and recent research in the field. Topics include: student self-assessment, teacher reflection, cooperative learning, mentoring, the use of technology in schools, home school communication, inclusion to support learning diversity, and the challenge of school restructuring. In this course, students will learn how to assess a variety of educational contexts to determine the educational system or systems that are operational. Students will then identify educational practices that can be viewed as innovative. Students will then determine which innovative practices will fit the educational context.

IED 581
Technology in Education **3 cr.**
This course explores the major concepts related to instructional computing as well as the impact that technology has on education. Required of all graduate students as they begin to integrate curriculum trends with an awareness of current sources for information and their role in a technologically-rich learning environment.

IED 582
Research Methods **3 cr.**
This course is designed to acquaint students with the design, analysis, and interpretation of research in the social sciences. Emphasis will be given to the development of empirical questions from theory, research design and control, construction of survey instruments, statistical analysis, and interpretation of results.

IED 583
Technology Infrastructure in Schools **3 cr.**
This course will familiarize students with basic hardware and infrastructure, including: servers, wifi systems, mobile technologies, wiring, planning and accounting for technology in new building projects, finding the right suppliers, and evaluating and purchasing equipment. In summary, the course seeks to teach the basics of what needs to be known about hardware, acquisition, and installation. The course will also provide an overview of school-based policies on technology. The question of accountability and division of understanding of school wide systems will be explored along with student and community empowerment technologies.

International Business

INBS 550
International Marketing **3 cr.**
We will focus on the unique problems associated with managing marketing operations across national borders. How can the firm identify and satisfy global customer needs better than the competition while coordinating marketing activities within the international environment? Topics include: the impact of culture on the global marketing environment how to identify global market opportunities for an existing enterprise or a new venture how to apply industry analysis, assessment of risk and new customer identification techniques in an international context and how to develop and implement effective comprehensive marketing strategies on a global scale.

INBS 560
International Business Negotiation **3 cr.**
This course will use a combination of simulations, role plays, readings, and class discussions to develop effective approaches to reaching agreement in international business negotiations. Students will be introduced to cross-cultural communication styles, national business expectations, and political interests that may diverge from the familiar and can often impede cross-border agreements. We will draw upon negotiation theory and cases to analyze specific international business negotiations and, through dynamic in-class simulations, gain hands-on experience in international business negotiation, conflict resolution, mediation, and arbitration.

Graduate courses

INBS 570
International Business Law   3 cr.
This course provides an overview of the legal aspects of international business transactions and will introduce students to the international legal framework. We will examine topics central to international business law, from the role of comparative law, to the laws governing multinational enterprises foreign investment money and banking and sales of goods, services, and labor. We will critically evaluate the substantive principles of law in relation to intellectual property rights, consumer protection, international sales of goods, and transnational dispute resolution by mediation, arbitration and litigation. This will include consideration of the impact of law on international trade, globalization and regionalism, and the global monetary system.

INBS 580
Business and Management
in BRIC Countries   3 cr.
This course will examine the market dynamics and political economies of the BRIC countries with particular attention to international trade, FDI, and the nations' probable future impact on the developing and developed worlds. The acronym BRIC was coined by a Goldman Sachs economist in 2001. The term refers to four countries (Brazil, Russia, India, and China) that were perceived to be likely to develop the world's next biggest economies by 2050. Together, the BRIC countries include 40% of the world's population and encompass about one quarter of the earth's land mass. The four economies in aggregate contributed more than a third of global GDP growth during the past decade and constitute 25% of the world economy in terms of purchasing power parity. The term BRIC has become popular in the global media as well as by the leaders of these countries. The acronym has often been used to suggest a shift in global economic power away from the USA and the other G7 economies towards these four emerging nations. Although the BRIC countries have experienced remarkable economic growth during the past decade, the road has not been smooth nor is it likely to be in the future.

Integrative Learning

Note for INT Courses:
IL = Integrative Learning Option
MIL = Montessori Integrative Learning Option

INT 501
Montessori Pedagogy I (MIL)   5 cr.
This course begins with an "index" to understanding the Montessori approach. The following topics are included in this index: the cosmological perspective, Montessori developmental insights, the "prepared" environment/atmosphere, the Montessori vision for humanity, and the concept/view of macro-phase wisdom. These induces form the general context for further exploration of the details. In addition to the index, this course introduces the elements of what Maria Montessori referred to as "The Preparation of the Teacher." Other theory lectures/discussions include: Planes of Development, Needs and Tendencies, and The Prepared Environment.

INT 502
Montessori Pedagogy II (MIL)   4 cr.
A continuation of theory lectures/discussions includes, Cosmic Education, Cosmo-genesis, and The Imagination.

Cosmic stories are the cornerstone to the Montessori Method for children 6 to 12 years of age. Teachers can develop these cosmic stories and Great Lessons as they come to understand the context and principles of cosmogenesis. This semester's work includes introductions to each area of the children's studies: mathematics, language, geometry, history, geography and biology (Earth systems science). These introductions are for the teacher to set the context for preparing lesson details.

INT 503
Montessori Pedagogy III (MIL)   3 cr.
This is a continuation of theory lectures that includes Causality and Syntropy in Montessori Thought. Lessons that the teacher provides in a Montessori 6 to 12 environment are given to students in audio, video, and text files. The student uses these during their student teaching. This course also has a component on "Implementing the Montessori Method." In this segment, students explore how to apply/integrate the presentations they have learned. It also includes an orientation to classroom organization, establishing classroom governance, and creating an environment beyond the classroom – identified by Montessori as "going out."

INT 506
Montessori Teaching Practicum and Research   4 cr.
In emphasizing the experiential aspects of learning each student completes a practice-teaching requirement of at least 200 hours. This Practicum is where students implement the course of study for children. It includes documentation of the experience, both in video and text format, and the student carries out the research designed in INT 509. Students video their work with subjects and then nuerophenomenology to explore their learning.

INT 507
Research-OrientedObservation (IL and MIL)   1 cr.
The observer is the observed. In this short course, students are provided opportunities to view natural and human phenomena in order to discover the art of objectivity in a subjective world.

INT 509
Creativity and Research   2 cr.
The first part of the course is a series of experiences and readings to help each student hone their own observation techniques. This course enables the learner to pursue and document the practical application (practicum) of their experience through interpretive research. The practicum is a project that demonstrates in action the theoretical understanding of integrative learning. A nuero-phenomenological perspective on the inner life of the teacher is the context for both the observations and practicum stages. The observations follow not only a awareness of the child but an awareness of the observer, her bodily sensations, feelings, ideas, possible projections, and openness to the experience of 'what is happening.

INT 510
Montessori Master's Project (MIL)   5 cr.
At the conclusion of the program, each student submits a substantial, critical, analytical, graduate-level study that we call the "Culminating Project." The Culminating Project is an integrated compilation of all the work they have completed in the program. Students also prepare a one-hour video presentation that addresses what they have learned throughout the program and includes segments of their practicum work with children.

INT 552
Student Area of Emphasis and Technology I   5 cr.
In this course, each student develops an individualized learning plan for the completion of this mentor based independent study during the first, second, and third semesters. Among other things, the plan includes: a description of the special emphasis field of focus and how one will gain mastery a rationale for studying this area including driving questions, professional significance of the study, and objectives, a detailed accounting of potential resources description of reading areas and bibliography workshop/seminars and courses at other institutions. Students will also provide a description of how technology will be incorporated in the above project. The learning plan also includes a description of the Practicum and Culminating Project, which is detailed in the syllabi for INT 571 and INT 575. (IL)

INT 560
Foundations of Integrated Learning I
(IL and MIL)   3 cr.
This course is an exploration of an integral social and philosophical framework both in world view and specifically in regard to education. A focus on personal relevancy and practical application in a rapidly changing world facilitates an exploration of meaning, purpose, and compassion in learners' lives and in the educational environments that they create. This search for meaning and purpose is augmented by an examination of historical and contemporary contributions to educational thinking and research. Students explore how integral learning, ecological literacy systemic perspective, virtual communication, dialogue, and contextual thinking create a new paradigm for teaching and learning.

INT 561
Foundations of Integrated Learning II
(IL and MIL)   3 cr.
Integral to creating a new approach to education is a shift in world view. This course explores the emergent possibilities for a world view based on ecological sustainability. Learning is a process that allows the individual to integrate formal knowledge, systemic understanding, and interaction with others into clear thinking, creative, and effective action. Student-Centered Learning, Emerging Curricula, Systemic and Self-Organizing Learning, Ecological Literacy and Sustainability, Continuous Learning, Cross-Disciplinary Projects, Behavior, Questioning, and "Teacher as Learner, Learner as Teacher" are some of the topics that may be covered during this course of study.

INT 562
Whole Systems Perspectives:
Theory and Application to Learning
(IL and MIL)   3 cr.
A growing movement in science, mathematics, philosophy, and the arts provides a metaphor for new ways of seeing and organizing experience. This metaphor can be experienced in the context of new processes and relationships that build community and provide insight regarding learning. These processes may lead to actions that are based on systemic awareness, interdependence and compassion. In this course we explore "first principles" of organization, change, and transformation. We look at change from the macro perspective of evolution.

INT 565
**Perspectives on Human Change
and Learning Communities** **3 cr.**
In this course we explore some of the innate tendencies that all humans have at birth. We also view the many facets of people's lives and the transitions and transformations that take place. A study of "human change" must also consider one's perceptions on justice, economics, and the relationship of race and gender to global well being. Students are encouraged to raise challenging issues that arise in their work as educators and also to share approaches to challenging issues that have proven effective.

INT 571
Student Area of Emphasis II **4 cr.**
Continuation of INT 552. In addition, students explore how they will begin applying a research method to their study. INT 572 Practicum (IL) 3 cr. The learning proposal includes a blueprint for the implementation of a practicum experience. In the learning plan, students indicate any practice or internships, experiments, teaching, archival research, interviews with specialists in their field, projects, or other forms of applied work they propose as the experiential component of the program.

INT 573
Practicum and Research **3 cr.**
In emphasizing the experiential aspects of learning each student completes a practice-teaching requirement of at least 200 hours. This Practicum is where students implement the course of study for children. It includes documentation of the experience, both in video and text format.

INT 575
Student Area of Emphasis III (IL) **3 cr.**
Continuation of INT 552 and 571.

INT 582
Master's Project (IL) **6 cr.**
At the conclusion of the program, each student submits a substantial, critical, analytical, graduate-level study that is named the "Culminating Project." The culminating project may in fact closely resemble a traditional thesis, or it may take a different form, incorporating artwork, slides, audio or videotapes, creative writing, journal entries, etc., in addition to the scholarly paper. It represents a critical review of the student's Emphasis Area, integrated and contextualized by all learning in other course work.

ITP 543
**Multi-Media Literacy: Critical Analysis Techniques
and Classroom Applications for the
Information Age** **3 cr.**
Expanding the definition of reading to include cultural, as well as written, texts, this course is designed to explore current research in the teaching of media literacy so that educators can help students become informed and critical consumers and producers of mass media and technology. The evolution of reading follows closely the progress in the development of publishing/printing and communication technology. The course will provide an opportunity for teachers to learn about how older and newer forms of media work, how they produce meaning, how they are organized and how they construct reality. The course will also provide educators with the opportunity to create multimedia products and give hands-on training how to use current hardware, software and information systems to teach critical viewing skills to students of all

grade levels. Hyperbolic books, reading walls, eBooks, and electronic paper will also be examined. Participants in this course will be challenged to explore current issues and thought regarding the various teaching approaches to media literacy: inquiry models, critical information skills development, as well as the assessment of student media work. This course is designed to encourage cooperation and collaboration among participants. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

Information Technology

ITS 525
Systems Architecture and Analysis **3 cr.**
This course discusses a wide range of topics, all relating to operating systems and systems architecture and design. The course will provide an overview of microprocessors, mainframes, micro-computers with the focus on memory management, I/O streams, logic gates, and basics of computer engineering. The course will also consider operating systems characteristics, design objectives and systems structures. It will cover topics including virtual memory management, multi-threading, forking, and algorithms. It will also overview of efficient algorithms, algorithmic complexity, NP completeness, spanning trees, greedy algorithms, matrices, string matching, and sorting.

ITS 532
Advanced Cloud Computing **3 cr.**
In this course we will build on the foundations that enable most organizations to build successful cloud adoption projects. This course will provide both the infrastructure and application architects interested in cloud computing or involved in cloud adoption projects with the necessary set of skills required for establishing successful implementations. We will also provide comprehensive information for those interested in building cloud-based architectures or need to explain to customers thinking about adopting cloud computing technology in their organization.

ITS 534
Managing Virtual Systems **3 cr.**
In this course we will discuss the necessary components required to create a virtual computing environment. This process involves bringing together the physical and logical resources, such as memory, processors, networks, and storage into a single, manageable virtual environment. Creating and using a virtual computing environment will then allow the user to consolidate the management and utilization of their system's resources.

ITS 536
Object Oriented Programming **3 cr.**
Students will examine object-oriented components and characteristics including classes, inheritance, and polymorphism. In addition, students will learn how to write, debug, and execute Java programs, create Java applets and applications. Students will explore variables, data types, arrays, operators, control statements, classes, overloading, inheritance, abstract classes, interfaces, packages, exception handling, multi-threaded programming, Java applets, AWT, string handling, as well as an introduction to JDBC.

ITS 538
Web 3.0/Communications & Commerce **3 cr.**
This course introduces participants to the theory and

practice of doing business on the Internet and the World Wide Web using Web 3.0 technology. Participants will first learn about the infrastructure that makes electronic commerce possible, including Internet protocols, applications, and languages. Participants will then examine electronic commerce software, security issues, and payment systems. Topics in business strategies for electronic commerce will include purchasing, electronic data interchange, supply chain management, virtual communities, and Web portals. The major objective of the course is for participants to understand how tools and strategies can be applied to e-business models including business-to-business (B2B) and business-to-consumer (B2C). Participants will also examine international, legal, and ethical issues as they relate to e-commerce.

ITS 544
Database Management **3 cr.**
Review of relational, hierarchical and network models normalization recovery and concurrency security and integrity query optimization deductive and distributed database systems. Course will also explore advanced database topics such as data mining and data warehousing.

ITS 548
Fundamentals of Telecommunications **3 cr.**
This course is designed to provide managers with foundation knowledge of telecommunications networks. The course will explore the fundamentals of data communications and networking requirements for an organization, including the standard layers of network organization network technologies, and architectures and protocols for WAN, LAN, and Internet systems. Course topics include issues of security, design, management, and future developments, particularly in a business environment.

ITS 550
Software Engineering **3 cr.**
This course will combine theoretical and practical foundations in software engineering. It will combine the various principles and methods of software engineering, with thoughtful consideration to new best practices and emerging techniques. Students will review the practical aspects of software engineering to include: generation of appropriate documents under limited resources and tight schedules as well as an industry perspective.

ITS 562
Advanced Web Programming **3 cr.**
This course is a graduate level overview of advanced web programming and design techniques. Students will review relevant layout techniques using advanced features of CSS. The class will also use the web programming language PHP to create dynamic web pages. Using these new PHP skills, students will then learn to integrate database and dynamic access routines using MySQL. The class will include an investigation of sophisticated client-side programming techniques available through existing Javascript libraries such as jQuery.

ITS 564
Security Management **3 cr.**
This course provides students with an introduction to the fundamentals of network security, including compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; and cryptography. The course covers new topics in network security as well, including psychological approaches to social engineering attacks, Web ap-

plication attacks, penetration testing, data loss prevention, cloud computing security, and application programming development security. This course will review computer forensics, to include: tools used, the investigative process, as well as current trends in forensics today.

ITS 570
Business Intelligence and Data Mining   **3 cr.**
This course will describe the features, uses, and design strategies for information technology and enabled managerial decision support systems. Overviews of business intelligence frameworks that lead to strategic data mining techniques will be covered. The course will also introduce popular application-based business analytics and reporting tools.

ITS 575
Project and Professional Management   **3 cr.**
The course includes preparation to meet the variety of professional and project demands placed on the information technology professional. The course draws from the areas of technical communication and rhetoric to develop oral and written communication competencies for a range of contemporary information technology contexts. Course will focus on project management as the primary vehicle for communication in the IT world. It will also cover the fundamental social and legal theories that are the underpinnings for complex decision making in Information Technology and Computer Science today. Topics will include intellectual property law, constitutional law, USA Patriot, copyright laws, cyberspace law, as well as social theory regarding the usage and creation of intrusive databases, and information gathering techniques.

Master's/International Education Administration

MIEA 501
Introduction to School Leadership   **3 cr.**
This course prepares educators to build and maintain a professional learning community. Students will become familiar with research on adult learners and the role of the school leader in promoting excellence in teaching and learning. Students will come to understand the role of leaders in recruiting, selecting, supporting, supervising, and evaluating professional and non-professional staff. Learners will study and apply systems theory and its application to the creation of the learning organization. They will be able to work with governing boards, staff, and parents to develop a vibrant learning environment.

MIEA 502
Facilitating Teaching and Learning   **3 cr.**
This course prepares educators to lead continuous improvement of school curriculum and instruction in international school settings. Students will come to understand the role of learning theory, curriculum design, instructional strategies, and assessment techniques in creating and maintaining high quality teaching and learning. Students will learn to lead colleagues in planning, designing, implementing, and evaluating curriculum. Students will learn to facilitate practices of data based, internationally oriented frameworks, for research-driven teaching and will develop a plan for instructional improvement.

MIEA 503
Measurement and Evaluation   **3 cr.**
This course studies the techniques of measuring and

evaluating performance at the individual, classroom, group, and organizational levels. It links these techniques to performance, reward, and an organization's culture to determine that expectations are correct, that results are measurable, and that each aspect of this system is connected.

MIEA 510
Leadership in International Education   **3 cr.**
This course includes a thorough review of theory and research on leadership, the study of organizational culture, and the principles necessary to support change. The course will also lay the foundation for the understanding of effective leadership in the international school, including exposure to the international school accreditation process, self study chairing process, and team chairing process of the Council of International Schools and the New England Association of Schools and Colleges.

MIEA 515
Negotiation, Communication/ Mediation to Improve Schools   **3 cr.**
This course focuses upon negotiation and conflict management within organizations. Students will be able to understand the behavior of individuals, groups, and organizations in competitive circumstances and employ such processes as negotiation, mediation, dispute resolution, and analytical problem solving in managing conflict. The course will also examine the philosophy, attitudes and methods of process consultation as an approach to helping individuals, groups, organizations and communities. It will deal with the psycho dynamics of the helping relationship, modes of negotiation, types of active inquiry and listening, group process, facilitative interventions, communication methods, and dealing with resistance.

MIEA 520
Strategies for Change in International Schools   **3 cr.**
This course focuses on structuring schools for improvement and student success. A rethinking of curriculum and instruction, including the basic tenets held about what we should teach, how we should teach it, and how we assess what students learn, is the cornerstone for restructuring schools. Students will add to the ongoing dialogue about what, exactly, should characterize an international school or an international education in varied settings, whether multinational or culturally homogenous. The course will emphasize the role of the mission statement and the International Baccalaureate Learner Profile/similar profiles in light of the above identity question and the international school accreditation process.

MIEA 530
Marketing of Organizations   **3 cr.**
The course will introduce the concepts and principles of marketing in varied international settings, and help students develop an appreciation for the scope, relevance, application, and integration in the operation of programs, services, ideas, and products of for-profit and not-for-profit organizations. The scope of this class will review the principles of marketing which include marketing mix, product development, promotion/ advertising, distribution, consumer behavior, and market segmentation. It will help students develop an understanding for the relevance, application, and integration in the operations of marketing programs, services, and creative development for profit and non-profit organizations. The course will provide an overview of differing host-country cultural milieus regarding fundraising and marketing strategies.

MIEA 537 Operational and Financial Strategies   **3 cr.**
This course is designed to help students "think strategically" and to evaluate results from the perspective of the organization operating in an increasingly diverse and competitive environment. The student will explore and acquire financial tools and competencies for budgetary planning and analysis. This course will provide a basic understanding of financial strategies in varied international settings, their related risks, analysis of financial information, and budgeting.

MIEA 564
Leveraging Technology   **3 cr.**
This course examines the impact of technology and information on the performance of organizations, groups and individuals. Special emphasis will be placed on maximizing benefits and seizing the opportunities created by innovative applications of technology and information.

MIEA 574
Research Project in Administration   **3 cr.**
The Research Project is designed to engage a graduate student in the practical application of research principles and skills in the study and improvement of international classrooms and schools. Each student is asked to research a topic within the field of International Education Administration. Using knowledge from the previous courses, the student will address a research proposal with attention to themes such as articulating a well-written problem statement, reviewing literature, matching evidence and outcomes, and triangulation of a variety of data types. Students will be required to adhere to the standards, rules and procedures set forth in the APA (American Psychological Association) manual.

MIEA 580
Innovative Practices in International Education Administration   **3 cr.**
This course is designed to enhance the knowledge-base for school leaders in an era of school improvement, technological innovation, and social change. Students will learn first-hand about innovative practices and recent research in the field. Topics include innovative research and promising practices in: curriculum design, pedagogy, professionalism, management, leadership, the use of technology in the schools, home school communication, and inclusion to support learning diversity, governance, and the challenge of school improvement. In this course, students will learn how to assess a variety of international educational contexts to determine the educational system or systems that are operational. Students will then identify educational practices that can be viewed as innovative and which would fit the educational context. Additional areas covered are: Learning Theory, Classroom Atmosphere, Instructional Strategies, among others. This course also covers the dilemma children who are experiencing difficulty in learning situations face because of ethnic group frustrations in the community, problems of social adjustment, socio-economic inequities, and learning gaps. The role of the school in facilitating the program for children of various cultures to become valued members of the community is discussed.

MIEA 587
Leadership Development Seminar   **3 cr.**
This course provides students an opportunity to develop a personal leadership development plan that is action-oriented. The course focuses on understanding the various dynamics that affect the operation of educational

organizations. Students will draw upon their knowledge of leadership theory, 360 degree evaluation, systems theory, organizational behavior and policy analysis as they develop an individual entry/advancement plan for career leadership positions in international education.

Management

MGMT 507
Leadership Principles 3 cr.
This course will survey leadership in an attempt to define a useful framework for students to use in their work and personal lives. Because leadership is such an interesting and subjective concept, we will examine historical and contemporary models and practices, extending our search into the impact of leadership on work unit climate, creativity, and corporate ethics. We will use articles, movie segments, recordings of speeches, and other experiential activities to access new perspectives of how to be a leader. Each student will be required to develop a personal statement of leadership as a major outcome of the class.

MGMT 509
Business Ethics 3 cr.
This course will examine "self " in relation to the ethical platforms that individuals and future leaders need to understand so as to know how personal beliefs and actions might affect or influence your ability to e an effective business leader. This course will also examine the fundamental aspects of business ethics as it relates to the theoretical nature of the topic of business ethics and all of the facets of business ethics, including all stakeholders, who are affected by the impact of ethical or non-ethical decisions.

MGMT 527
Creativity and Innovation 3 cr.
The goal of this course is to drive home concepts, models, frameworks, and tools that managers need in a world where creativity and innovation is fast becoming a pre-condition for competitive advantage. This course explores some of the best practices of some of the world's most creative and innovative firms. It also explores how we can personally be more creative and innovative in our individual lives. This course gives a broad overview of innovation and the managerial decisions that influence innovative performance.

MGMT 547
Managing Innovation and Organizational Change 3 cr.
The course includes the study of how innovations are developed and examines how individuals and groups become effective idea generators. In addition, the course examines organizational culture and the impact of culture on innovation and change. The course will also give the student a first-hand look and feel of how organizations change and how individuals in the organization can become proactive participants in the many changes occurring in business today. In addition to lecture and class discussions, the course will rely heavily on case analysis.

Marketing

MKTG 518
Customer Relationship Management 3 cr.
This course examines the customer relationship management process. The course will focus on the phases of a typical customer relationship, from acquisition to maintenance to renewal or re-acquisition. Course components will include the elements of a customer relationship cycle, the best practices for managing customer relationships, the relationship between marketing, sales and customers, and a look at the ways companies use CRM systems.

MKTG 524
Marketing and Product Management 3 cr.
This course examines the strategies and tactics for successful product management. Topics include market research, requirements definition, value propositions, and brand management. The inter-relation of marketing processes and product management processed will be highlighted.

MKTG 531
Sales Force Management 3 cr.
This course focuses on the processes and best practices for managing a sales force. Sales strategies and techniques will be examined. The course will focus on the optimal use of sales teams to promote brand, manage customer relationships, and generate increased revenue for the firm.

MKTG 553
Digital Marketing 3 cr.
This course examines current practices of integrated marketing campaigns. The interactivity of the various elements of integrated marketing will be discussed, including print, video, online and Web 2.0 activities. The course will emphasize that marketing managers have more tools and media to reach their targets, but the fundamental objectives of marketing programs remain the same.

Master's/ Athletic Administration

MAA 501
Contemporary Issues In Sport 3 cr.
Various types of research commonly used in sport are reviewed. Sociological concepts, theories and research will be analyzed and applied to the relationship of sport and society. This course will be designed to provide students with an overview of the major issues impacting contemporary sport and its participants including performance-enhancing drugs; gender inequity; race and ethnicity; youth, adolescent, and adult programming; politics, governance, and globalization within the venues of amateur athletics and the Olympic Games to interscholastic and intercollegiate participation will be assessed. This course will examine aforementioned issues from an athletic administrator's lens.

MAA 505
Strategic Management & Leadership in Athetlic Administration 3 cr.
This course examines contemporary theories related to management and leadership and their applications to athletic administration.   Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles, and functions of athletic administrators.

MAA 511
Sport Marketing and Media 3 cr.
Students will explore the importance of effectively marketing sport and athletics to target populations. Special emphasis is placed on the unique aspects of sport products, markets and consumers. The course includes the study of the marketing mix as product, place, promotion, public relations, and price to understand the marketing of sport as a unique enterprise. Students will develop their own marketing plan in the athletic administration setting. In addition, we will be utilizing current cases/practices in order to simulate decision making in athletics.

MAA 521
Sport Law and Risk Management 3 cr.
This course is a survey of various applications of contract, tort, intellectual property, constitutional and administrative laws to the growing and complex field of sport management. Special attention will be given to negligence, defamation and libel, contract negation, risk management, and criminal and civil law. The rights of student-athletes and the legal liability and responsibly of coaches, athletic administrators and sport managers will be discussed. Students will learn how knowledge of the law help to build a more efficient and successful operation.

MAA 530C
Advanced Topics in College Level Athletic Administration 3 cr.
This course is designed to examine the current issues facing college level athletic administrators. Students will study the operation for the effective organization and administration of intercollegiate athletic programs. Student will examine the roles and responsibilities of human resources; finance; operations and the management, planning, organization and administration of college athletic programs. Emphasis will be given to decision making, governance, ethical considerations, and current research literature appropriate for the administration of athletics.

MAA 530G
Advanced Topics In Global Sport Management 3 cr.
Learn how the business of sport is growing internationally and opening up new opportunities for athletic administrators. This course provides a rigorous introduction to the historical development of and contemporary issues in sport beyond North America. Several key areas are explored including the scale, scope and organization of global sport, globalization, internationalization, cultural aspects, international marketing, financial/political economic risk, human rights, ethical dimensions, role of media, technology/products, professional sport leagues and governance. As the commercialization and globalization of sport has grown, so has the power and political influence of its governing bodies. Emphasis will be given to the mode of governance of the major international governing bodies such as the IOC, UN, FIFA.

MAA 530S
Advanced Topics In Secondary School Athlete Administration 3 cr.
This course is designed to examine the current issues facing secondary school athletic administrators and coaches. With a concentration at the secondary School level (high school), this course will highlight the daily operations of the Athletic Director's office, detailing job responsibilities, complexities and challenges that impact school systems' interscholastic sports and ex-curricular programming. Em-

phasis will be given to decision making, governance, ethical considerations, and current research literature appropriate for the administration of athletics.

MAA 540
NCAA Compliance 3 cr.
This course is designed to give the student a working knowledge of National Collegiate Athletic Association (NCAA) compliance issues. It will present an overview of rules, eligibility, bylaws, and practices and procedures of the NCAA. Special topics include testing, self-reporting, and student-athlete eligibility.

MAA 542
Structure and Function of the Olympic Games 3 cr.
The structure and function of the Olympic movement, starting with the International Olympic Committee and moving through the national governing bodies to international sports associations, is the focus of this course. It emphasizes the unique characteristics of the Olympic Movement and various political, social, and economic impacts on the Games.

MAA 543
**History and Philosophy
of Recreation and Leisure** 3 cr.
This course is designed to discuss philosophies and contemporary social issues concerning recreation and leisure. The history of recreation and leisure will be discussed. Students will also explore concepts and applications of effective recreational sport programming and administration. Information concerning careers in recreational sport management will be presented.

MAA 545
**Psychological Factors Affecting Student-Athlete
Performances** 3 cr.
This course examines the psychological factors that are most critical to student-athlete performances. Special emphasis is focused on the physical, mental, and emotional variables related to optimal performance conditions. Theory and practice for athletes and coaches will be discussed.

MAA 547
Psychological Factors Affecting Group Behavior 3 cr.
This course examines the psychological factors that are most critical to group/team cohesiveness. Students will examine the physical, mental, and emotional variables related to optimal settings. An in depth study of the influence of teams on the individual performance and the influence of individuals on team performance in sport and exercise settings. Further focus on interpersonal aspects such as cohesion and leadership.

MAA 548
**Psychological Factors Affecting
Elite Training and Performance** 3 cr.
This course examines the psychological factors that are most critical to elite sport performances. Special emphasis is focused on the physical, mental, and emotional variables related to optimal performance conditions. Students will examine the characteristics of elite athletes and their inherited and acquired capacities. Global theory and practice for athletes, coaches, and trainers will be discussed.

MAA 560
Financial Resource Management 3 cr.
This course integrates the theories of finance, economics and accounting for the successful implementation of ath-letic programs. Students will examine current financial issues in athletic administration while learning the tools needed to manage and operate fiscally sound athletic programs. Advanced topics include organizational budgeting, financial strategies, financial forecasting/problem solving, fundraising and grant seeking.

MAA 571
The Impact of Technology in Sport 3 cr.
This is a course designed to explore the many facets of technology in the business and operation of sport. The purpose of the course is to deepen the students' understanding of the role technology plays in security, marketing, athletic performance, communications, and general operations.

MAA 580
Facilities Planning In Sport 3 cr.
This course is designed to provide students with an understanding of the business of sport facilities and operations. Sport facility life-cycle concepts of strategic planning, design-development, construction delivery systems, financing, and operations will be introduced and explored. As well, students will focus on facility management and administration considerations, systematically moving through planning and design, organizational and operational concerns, personnel planning, financial management, program development and scheduling, risk management, and marketing. Also covered will be the operations of specific facility areas including maintenance, crowd control and security, box office management and concessions.

MAA 586
Event Planning and Programming 3 cr.
This course is designed to provide students with knowledge about the specialized field of event management and techniques and strategies required for planning, promotion, implementation, and evaluation of recreational programs, sport-related contests and special events. A conceptual framework will be developed through definitions, models, and the utilization of case studies. Specific topics will include program and event studies, bid preparation, public and corporate sponsorship, negotiations, and volunteer staff management.

MAA 599
**Comprehensive Seminar in
Athletic Administration** 3 cr.
This course serves as the capstone course for the program. A seminar format is used to integrate material from previous courses and allow students to focus on their areas of interest. Students will apply the knowledge and skills obtained from courses in order to analyze specific issues and solve problems that an athletic administrator is likely to encounter. This course requires students to complete a comprehensive case study analysis.

Health Informatics
Specialization Courses

MHI 550
**Health & Medical Information
Systems Overview** 3 cr.
This course provides an overview of the discipline of health informatics including key definitions, concepts, models and theories. The student is introduced to key application areas within Health Informatics, as well as historical, current, and emerging information systems in health care. Students will learn features and functions that are common to most health care information systems.

MHI 560
**Health & Medical information systems
planning and financial management** 3 cr.
The course studies the types of information resources and services related to the storage and transfer of information in the healthcare field. A survey of computer applications including the organizational structure of medical knowledge is included. It is intended to familiarize students with the concepts of information management and the application of information technology specific to health care. A brief survey of the financial implications of the various applications from both an ROI and compliance perspective is also presented. This course also provides an introduction to key business and financial aspects of developing and health information technology solutions. Consideration will be given to analyzing the cost benefit of health information technology, assessing the return on investment (ROI) of implementing an information technology system, engaging in vendor evaluation and negotiations, and facilitating the acquisition of health information technology systems.

MHI 570
**Emerging Health & Medical Information
Technologies & Standards** 3 cr.
This course introduces current and emerging information technologies in the field of healthcare including laboratory, imaging, claims, EHR, HIE and others. A discussion of data standards necessary to achieve interoperability within and among complex healthcare organizations is reviewed. Standards covered begin with the planning phases for health information technology (HIT) through data, data structures, terminology, data transport, electronic health records, decision support, privacy and security, ICD-10, HL7 and others and other related applications. This course also explores the anticipated impact of a National Health Information Infrastructure (NHII).

MHI 580
Policies and Trends in Healthcare Informatics 3 cr.
Introduces Health Sector Management students to the interlocking segments of the industry (for example, doctors, hospitals, HMOs/PPOs, insurers, consultants, pharmaceuticals, and medical devices), their current status, and how they are changing. The course will explore the industry from several perspectives: the provider/patient/payer interface, the changing demographics of health, growth of technology, emerging regulatory patterns, and key government programs.

MHI 590
**Security, Ethics, Privacy & Compliance for
Health & Medical Information** 3 cr.
This course provides an overview of the legal, regulatory, and ethical issues to be considered in the management and maintenance of health information. Local, state, federal, and international privacy laws and regulations---and the government agencies and regulatory bodies charged with creating and upholding these laws and regulations---will be considered, with particular attention given to the HIPAA, DEA and other healthcare specific regulations. Key topics to be explored include data security, privacy, confidentiality, data reporting requirements, compliance, accreditation, and professional

ethics. Attention will be given to evaluation of the security of a system, the impact of information technology on patient safety and healthcare liability, and identification and management of potential opportunities and risks of electronic health record systems.

Mathematics

MTH 545
Developing Mathematical
Ideas in Number and Operations **3 cr.**
This course is designed to deepen teachers' pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics, analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics.

MTH 579
Developing Mathematical
Ideas Through Applications **3 cr.**
This course is designed to support a standards-based math program in grades 1–6 and 5–12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references "standards-based math program," as a mathematics curriculum that reflects the content of the Math Framework. As such it must address the standards detailed in the document and the standards articulated in the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase "inquiry based" captures the essence of the Guiding Philosophy and Guiding Principles of the Frameworks: "... requires the (problem) solver to search for a method...", "making and testing mathematical conjectures ...", "and activities should build on curiosity and prior knowledge...", etc. Participants read cases about mathematics in classroom settings, view videotapes, explore mathematical concepts, analyze lessons and student work, and read current research applicable to these issues. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for Mathematics for the appropriate grade level.

Non-Profit Management

NPPA 550
Managing the Non-Profit **3 cr.**
The non-profit manager has to understand and become proficient in operating in an environment that has a board of trustees, specific non-profit budgeting and accounting processes and cycles and unique reporting requirements. This course will introduce students to the legal implications of non-profit status, the variety of structures for non-profits, the financial management and annual planning cycle, working with a volunteer board, and managing programs and program outcomes.

NPPA 560
Marketing and Fundraising in Non-Profits **3 cr.**
Donations, grants and government support are the usual keystones of non-profit funding. More and more, non-profits have also begun to produce earned revenue through the sale of services and products. This program will explore these vital and changing areas of non-profit funding with examples from both large and small organizations.

NPPA 570
Non-Profit Leadership **3 cr.**
Leading the contemporary non-profit organization takes enormous creativity, resourcefulness, tact and diplomacy. This class will explore the many roles of the non-profit leader, including the basic skills of managing change, creativity and innovation. Special emphasis will be placed on solving what appear to be intractable problems with fresh ideas and innovative thinking. Other topics include how to operationalize ideas through influencing, conflict resolution and recruiting volunteers.

NPPA 580
Providing Direction for Non-Profits **3 cr.**
Without a clearly articulated vision of the future, a non-profit can be handicapped both in operational efficiency and fund-raising appeal. On the other hand, when a non-profit has a strategy, it can be used to unify and attract volunteers, energize donors, and allow growth through planning. This course will introduce the wide variety of non-profit sectors and missions, how these sectors generate and articulate strategic plans, how traditional and alternative methods can be used in strategic planning, and strategy pitfalls and traps. The class will also focus on entrepreneurial aspects of growing non-profits, including creative approaches to providing value to donors and recipients as well as earned revenue alternatives. Finally, we will speculate on the future of non-profits in our challenging economy.

Nursing

Prerequisites: Pre-Master's Nursing Courses

NU 306
Nursing Research **3 cr.**
This writing designated course introduces the nursing student to the importance of research to the discipline of nursing. The course focuses on the research process in the discovery of knowledge and the relevance of evidence-based research outcomes to nursing practice. Nursing students enhance critical thinking skills while critiquing current nursing research. The capabilities of baccalaureate prepared nurses as participants on research teams and as consumers of research are examined.

NU 408
Leadership and Management in Nursing **3 cr.**
Principles of leadership and management are applied to case studies that illustrate the skills needed to manage patient care and human or material resources in the health care field. Students explore strategies for exercising power to influence the politics of the work setting, professional organizations, and legislatures. Major factors in the esca-lation of health care costs are explored as well as the legal and ethical implications of current social policies.

NU 411
Community Health Nursing **4 cr.**
This course focuses on fostering health in the community. Cultural, socioeconomic, and epidemiological factors are considered as community specific health problems are identified. Empowering individuals, families and groups to restore and maintain health as well as prevent illness and injury is an integral component of this course. Clinical learning experiences are provided in a variety of community health settings.

M.S. Program in Nursing Courses

NUR 502
Contemporary Issues and Trends
in Health Care **3 cr.**
This course provides an exploration of current professional issues in nursing. Specifically, students will develop advanced knowledge about the complex issues of nursing within multidisciplinary practice in a variety of surrounding environments. The course explores issues and trends of furthering the profession, current nursing shortage, workplace issues, policy, ethical principled behavior, trans-cultural concepts, culture and practice competencies, and legal issues in healthcare. Students will be asked to apply this knowledge and discuss the impact of a current professional issue focused on the advanced nurse's role. The students will explore the challenges or opportunities that arise around the issues. Students will assess the vision of the future of nursing and examine the technical, educational, and organizational issues that arise.

NUR 504
Managing Operations, Finance, and Risk **3 cr.**
The course examines an integrated approach to operations management in linking all aspects of the organization, including its employees, processes, clients, and internal and external suppliers. The student examines operations in the context of the organization as a whole. The course studies the various elements of operations management, from technical to organizational, with special emphasis on the integrated financial requirements and implications and risk relative to the entire enterprise. Concepts explored include: quality, human resource management, organizational behavior, marketing and client relationships, supply chain management, and project management.

NUR 505
Curriculum Design, Course Development, and
Program Evaluation **3 cr.**
This course provides an exploration of curriculum design and course development for schools of nursing and programs in organizational institutions. Specifically students will develop advanced knowledge about the role of the nurse educator in developing and evaluating a nursing curriculum. Students will explore theories of nursing and learning applicable to nursing education. Trends influencing nursing education and curriculum development will be explored as well as the process of accreditation of programs. Students will critique select nursing curriculums for essential components of a nursing curriculum. Students will develop a theoretical framework that will guide the development of a nursing course.

Graduate courses

NUR 508
Role Development Within
Professional Organizations **3 cr.**
Students will learn how to function effectively within an organization including the use of the ANA or NLN standards, ethical principles, professional values and beliefs as a framework for nursing practice. The purpose of this core course is to engage students in the process of role development as an educator or upper level nurse administrator in any setting. It is important for nurses to first explore these roles and to identify their career goals. The student will engage in advanced exploration and analysis of nursing leadership, informatics, education, care management, cultural competence, ethical dilemmas and fiscal and human resource allocation in various organizational environments. Students will examine organizational environments to address quality initiatives within interdisciplinary settings. The course will also focus on the nurse as a change agent by developing a comprehensive plan to address a professional issue, implementing collegial interdisciplinary relationships within an organization, and identifying the role of the nurse to perform life-long learning by engaging in scholarship.

NUR 509
Internship in Educator Role **6 cr.**
This internship in nursing education course is designed as a capstone course in the Master in Nursing Education Concentration. In this course the student will complete a minimum of 144 hours with a preceptor in either the area of staff education in an organizational institution or in a school of nursing. Students in this course are expected to integrate knowledge in previous courses related to the role of the nurse educator, curriculum design, course development, teaching methods and principles and apply them to an educational setting. Students will develop and submit measurable objectives to be completed during the internship. Weekly seminar topics are included in this course to facilitate discussion surrounding nursing education roles, responsibilities and issues in teaching and learning.

NUR 510
Organization and Structure of
Nursing Leadership **3 cr.**
This course will provide the student with both a comprehensive foundation and synthesis of practice and knowledge related to nursing leadership and administration. The content areas to be covered are: the professional role of the nurse leader/administrator the inside operation of the health care organization and systems including the organization culture and structure, mission statements, strategic planning, and how to influence change. In order to effectively care for patients, models of care delivery, case management, disease management, emergency planning and communication strategies will be presented. In addition, ethical and legal responsibilities, team building, working with collective bargaining units and dealing with work place violence will be discussed. Fiscal management principles will also be presented.

NUR 525
Theoretical Foundations
for Advanced Nursing Practice **3 cr.**
Students will gain an understanding of the theoretical foundations of nursing and the application of theories from nursing and other disciplines to actual practice. This course provides the practicing nurse knowledge of different theories that can be used to improve the practice of nursing. This course will cover systems theory, nursing theories, health belief and promotion theories, and others. The study of theories is to enable the individual student of nursing to make optimum use of theories in their role. Theories and conceptual models provide a mechanism for studying and understanding human interactions, developing therapeutic relationships, and intervening in such a way that positive health outcomes can be achieved.

NUR 526
Nurse as the Administrator **3 cr.**
The purpose of the course is to engage students in the process of role development as nurse administrators and leaders in any health care setting. It is important for nurse administration to identify personal and organizational goals, apply leadership skills and knowledge to implement change by working with an organization. Also, the nurse administrator must be able to function within a health care setting by applying ethical and legal principles related to regulatory policies at the state and federal levels, credentialing agencies, third party players, and to assure that quality of care is provided to patient, families, and the community. This course will focus on developing collegial relationships with other departments within the organization and the community that are pivotal in promoting a positive work environment and in meeting organizational outcomes.

NUR 532
Administration:
Practice and Quality Outcomes **3 cr.**
Quality indicators and continuous quality improvement are the standards by which healthcare is measured in terms of outcomes. Third party payers, regulatory agencies, and consumers are addressing access to care, cost, preventing accidents and illnesses as part of the quality in receiving services. Nurse-led care can improve outcomes. This course is designed to inform and assist nurse administrators and leaders in understanding the role nurses play in meeting cost-effective health outcomes. Managers can then in turn influence staff nurses and others as to how important their role is in achieving quality care through improvement mechanisms. Course content will cover AHRQ's indicators, patient safety issues, competencies in the care of the older adult, evidence related to nursing-sensitive patient outcomes that respond to nursing interventions, models to ensure quality improvement on a unit, and findings related to quality and health disparities in the United States. Included in this course will be information on the Institute of Medicine and work related to patient safety.

NUR 541
Nurse in Global Health **3 cr.**
The scope of practice for global health nursing is broad. This course provides a broad conceptual and ethical framework for global health care with an exploration of the social and behavioral sciences, philosophy, and nursing to assist students to develop approaches to reduce differential outcomes of health care in populations. This course will also explore the professional roles of global health nurses as expert clinicians, educators, interdisciplinary consultants, researchers, and entrepreneurs. Students will explore the global health nurse's role as an advocate, leader, mentor, role model, collaborator, and scholar.

NUR 542
Principals of Global Health **3 cr.**
This course provides foundation for the internship experiences and the development of the clinical practice of global nursing. Students will gain an understanding of social, political and economic global health issues and comparative systems of health care delivery. An emphasis will be placed on exploring public policy and programs. A comparison of health care systems requires an understanding of the environmental, social, and cultural context that influence their establishment, resources, and service delivery. Included in this course will be discussions on the following topics and the relevance for the nurse in global settings: epidemiology environmental health issues of water and sanitation infectious diseases with a global perspective chronic disease complementary/alternative methods violence, injury and occupational health lifespan health issues such as global health in reproduction and infants, global health of children and global health of the older adult indices of health disparities, global health disparities, relationship between poverty and health, vulnerable populations. Students will be introduced to the Dreyfus Health Foundation and Problem Solving for Better Health –Nursing methodology as well as other Models for Addressing Global Health. Theoretical components introduced in NUR541 Nurse in Global Health will be expanded to include a discussion on protection of human rights and social justice.

NUR 543
Global Health Nursing: Assessment
and Evaluation **3 cr.**
This course provides the student with an opportunity to apply knowledge of global nursing concepts developed in previous courses to the assessment of communities and the evaluation of global health programs. The course intends to provide technical tools and skills for the assessment of community needs and program evaluation. The major projects for the course will be a Community Assessment Project and a Program Evaluation. This course provides a deeper exploration of concepts related to global nursing and the assessment, implementation, and evaluation of key issues that occur in the practice of global nursing care.

NUR 544
Internship in Global Nursing Role **6 cr.**
This course provides a precepted exploration of the role of the nurse in our expanding health care environment both globally and locally. Specifically students will apply advanced knowledge about the multifaceted role of the global nurse across settings, countries, and continents. Seminar topics are included in this course to facilitate discussion surrounding global health nursing roles and health challenges that exist around the world. In this course, the student will complete a minimum of 144 hours including an experience with a preceptor in a local, regional, national, or international setting to address a pressing global health issue. The focus is on understanding global issues within a nursing lens both locally and abroad. Students in this course are expected to integrate knowledge in previous courses related to the role of the nurse in global settings, principles of global health, and global health nursing assessment and evaluation. Students will develop and submit measurable objectives related to a global nursing issue/policy to be completed during the internship and approved by faculty and preceptor. Seminar sessions and online discussions will include contemporary topics in global health nursing.

NUR 550
Pathophysiology of Human Disease
for Advanced Nursing Practice **3 cr.**
This course provides an advanced understanding of concepts in human physiology and pathophysiology as a foundation for the advanced practice nursing role. The focus of this course is on current principles, theories, and research related to pathophysiology systems alterations across the lifespan.

NUR 551
Comprehensive Assessment and
Clinical Diagnostic Decision Making **3 cr.**
This course provides the student with knowledge and experience in advanced health assessment with a strong theoretical foundation for wellness, health promotion, disease prevention, and maintenance of function across the lifespan. A major focus is on the comprehensive and holistic assessment for the identification of symptom/health problem assessment to select and interpret screening and diagnostic tests in order to formulate a differential diagnosis. The emphasis is on theories and research to promote and preserve wellness lifestyles with a focus on community-based family health care using epidemiological principles, disease risk appraisal and reduction, and other tools. Roles in advanced nursing practice as they relate to the health of diverse individuals, families and communities are identified and explored.

NUR 561
Nurse as the Educator **3 cr.**
This course provides an exploration of the role of the nurse as an educator in schools of nursing and in staff development in organizational institutions. Specifically students will develop advanced knowledge about the multifaceted role of the nurse educator as well as current issues and trends in education impacting the role of the nurse educator. The impact of economic trends and policy on the profession of nursing and the subsequent impact on nursing education will be explored.

NUR 562
Advanced Pharmacotherapeutics for
Family Nurse Practitioner **3 cr.**
This course will provide the pharmacological foundation for appropriate utilization of pharmacotherapeutics across the life cycle. Specifically, the course provides knowledge and skills to assess, diagnose, and treat common health conditions across the population from pediatrics to geriatrics. Emphasis is on safe, cost effective, evidenced based prescriptive practice. The necessity of individualized patient decision-making based on holistic care, co-morbidities, economic, and cultural diversity is stressed.

NUR 563
Family Nurse Practitioner I:
Seminar and Practicum for Care of Women,
Children & Adolescent **3 cr.**
This course will provide a clinical and theoretical foundation to prepare the learner for the family nurse practitioner role. The result will be demonstrated competence in the Family Nurse Practitioner role to meet current and emerging health needs of Women, Children, and Adolescents across the life cycle living with or dying from either acute or progressive chronic illness.

NUR 564
Family Nurse Practitioner II:
Seminar and Practicum of
Adult and Geriatrics **3 cr.**
This course will provide a clinical and theoretical foundation to prepare the learner for the family nurse practitioner role. The result will be demonstrated competence in the Family Nurse Practitioner role to meet current and emerging health needs of Adult and Geriatric patients across the life cycle living with or dying from either progressive chronic illness or from a serious, life-threatening.

NUR 565
Teaching Methods:
Principles of Teaching **3 cr.**
This course provides foundational principles of teaching and learning essential for the nurse educator. Topics in this course include: learning styles inventory, critical thinking, strategies for lecturing to a large group of students, approaches to laboratory learning, and principles of clinical instruction. Included in this course will be discussions on alternative teaching methods such as distance learning, computer assisted learning, innovation to stimulate learning, new technologies in teaching and strategies to overcoming obstacles to learning. Test construction, methods to evaluate learning and course grading will also be discussed.

NUR 574
Nursing Research I: Methods **3 cr.**
Further expands the graduate student's previous knowledge of research. The goal of this course is to prepare graduates to conduct and apply evidence based research to their practice. Students will compare and contrast research methodology with other forms of research, identify factors that influence research design and control, development of empirical questions from theory, construction of survey instruments, statistical or qualitative analysis, and the interpretation of results. Emphasis will be to critique existing research and to plan future research. Students will learn to appraise the literature critically, determine the strength of evidence presented in the research literature and use multiple sources of information to identify a problem, methodological process, and strategies of measurement and scaling properties of research instrument. Students will select an appropriate research topic for a given type of research design and submit a written report of the research proposal on a specified topic.

NUR 575
Nursing Research II: Project **3 cr.**
Students will be involved in an opportunity to pursue study in a subject area within the specialty of nursing education or administration regarding a need or interest under the guidance of a graduate faculty member. The student will focus on conducting a research project with emphasis on problem delineation, methodological process, data collection and analysis, and organization of study report findings. The course offers students the opportunity to examine a problem with the intersection of theory, research and practice in a scholarly evidence-based research project.

NUR 582
Internship in Administrator Role **6 cr.**
The internship experience, facilitated by a nursing faculty member will be in a health care setting where the student will be working with a nurse leader or administrator who can assist the student in learning the administrator

role. This goal is to facilitate the socialization of the student into the role as leader and to enable the student to demonstrate the ability to apply content that has been learned in various courses in the administrator concentration. The fieldwork course will be an interactive process where the student will be working with a preceptor in a health care setting. During this experience each student will be responsible for meeting the course goals and assisting the agency with a project that will benefit the agency and enhance student learning.

NUR 701
Philosophy of Science 3 cr.
An examination of the central themes, methods and positions of contemporary philosophy of science. Topics will include realist, empiricist and pragmatist perspectives on scientific epistemology, theories of experimental method and the falsification and corroboration of theoretical models, the emergence, displacement and reconstruction of explanatory paradigms, and the commonalities and differences between natural and social sciences.

NUR 702
Research Methods I: Qualitative **3 cr.**
This doctoral level course is an introduction to qualitative research methods by emphasizing research design and the analysis of data gathered by a variety of methods, such as interview, observation, and document review. The focus of the course is on the identification and creation of research problems, the development of designs, actual data collection, and analysis procedures to address those problems. Participants will examine how to transform professional experiences into research activities that address topics of educational importance. Activities supporting this learning include constructing a researchable question, designing a research proposal, and practicing with data collection methods.

NUR 705
Knowledge Development in Nursing Science **3 cr.**
This course will examine the historical and philosophical foundations of nursing science. A major emphasis of the course will be on the examination of ontological and epistemological views in relation to scientific inquiry and theoretical inquiry in nursing science. Nursing theories, models and frameworks will be examined to determine their contribution to advancing nursing science.

NUR 710
Approaches to Nursing Knowledge
and Theory Development **3 cr.**
This course examines the nature of scientific knowledge and the development of conceptual and theoretical underpinnings of nursing science. This course will provide students with specific strategies necessary to conduct scholarly appraisal and various approaches to knowledge synthesis and theory development including: concept analysis, integrated and systematic reviews and the deductive theory building process.

NUR 715
Analysis and Evaluation of Theories
Impacting Client Phenomena **3 cr.**
This course will explore concepts and theories relevant to the client domain in nursing practice. An examination of the research supporting client phe¬nomena will be explored. Theoretical and empirical questions will be developed related to client phe¬nomena to expand nursing knowledge development within the domain.

Graduate courses

NUR 720
Advanced Statistical Methods **3 cr.**
This course in statistics will focus on the application of more advanced statistical concepts and methods. Topics will include: a deeper treatment of hypothesis testing for means and proportions, ANOVA, MANOVA, Chi-Squared tests, multivariate regression, nonlinear regression, correlation, predictions and time series. This class will take an applied approach. In addition to learning the formulas and assumptions of the statistics, applications and data sets will be used to learn how to perform data analysis. Specifically, we will discuss how you can use with Statistical software (EXCEL, or equivalent) for computation.

NUR 725
Epidemiology **3 cr.**
This course is designed to provide students with knowledge and critical understanding of the principles of epidemiological investigation, and standard quantitative statistical methods used to evaluate epidemiological studies and clinical trials. It develops the ability of students to design, critically analyze, interpret, and report the findings of a research project regarding health related topics. The program's aim is to present the students with an opportunity to develop an understanding how epidemiology brings together social and biological sciences. The students are provided a solid foundation to understand and apply the principles of epidemiologic research.

NUR 730
Analysis and Evaluation of Theories
for Client and Nurse Relationships **3 cr.**
This course will explore concepts and theories relevant to the nurse-client domain in nursing practice. An examination of research supporting the nurse-client relationship will be explored. Theoretical and empirical questions will be developed related to client-nurse relationships to expand nursing knowledge development within the domain.

NUR 731
Analysis and Evaluation of Theories
for Nursing Practice **3 cr.**
This course will explore concepts and theories relevant to the practice domain in nursing. An exam¬ination of the research supporting the phenomena of concern to nursing practice will be explored. Theoretical and empirical questions will be developed related to nurse practice phenomena to expand nursing knowledge development within the domain.

NUR 735
Research Methods II: Quantitative **3 cr.**
This doctoral level course is designed to help students develop an understanding of the basic goals, concepts and methodology of quantitative research, and an understanding of the computation and application of descriptive and inferential techniques. Students will also improve their ability to critically evaluate published research.

NUR 750
Emerging Roles: Nurse Scientist,
Scholar and Leader **3 cr.**
This course assists the student to develop a personal framework for behavior within academe, the scientific community and the world beyond. Through readings and discussions, the student will explore a variety of viewpoints about the duties and responsibilities of an educated nurse scientist in an interdependent world. This course consists of a series of seminars focusing on issues relative to the dissertation, development of a program of research, and the role of the nurse scientist.

NUR 752
Research Methods III – Issues in Research **3 cr.**
This course is an advanced seminar on what is usually called "mixed method" research, i.e. research that combines qualitative and quantitative approaches. The seminar will deal with advanced topics, and will provide doctoral students with guidance in integrating qualitative and quantitative methods and perspectives of their dissertation study. The course focuses on both conceptual issues surrounding the use of mixed methods in social science research and analysis of data using mixed methods. Instructors will either supply students with data from national sourc¬es or students will use their own research data they are collecting for their dissertation study. Although the course will involve scrutiny of published research throughout, students are expected to develop skills in mixed-method research by engaging in actual analy¬sis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis.

NUR 760
Doctor of Philosophy Dissertation
Advisement & Doctoral Seminar **15 cr.**
Seminar is designed as a semi-structured working group to assist students in various stages of the dissertation process. The dissertation is an independent research project with a focus on a well-defined researchable problem relevant to the knowledge domain of nursing. Students may be developing their dissertation topic and research design, writing initial drafts of proposal, collecting and/or analyzing data, writing concluding chapters, or preparing for the final oral defense. Upon consultation with their major professors, student will contract with the respective instructor to specify and propose course credits commensurate with the set of tasks.

Organizational Management

OM 501
Introduction to Organizational Management **3 cr.**
New discoveries, new technologies, competition, and globalization compel organizations to foster agility, innovation, and performance improvement. This course examines organizational theory, practice and learning in the context of rapidly changing competitive and economic environments. Strategies and tactics for growth and performance improvement are explored. This course covers issues of current relevance, including social networks, knowledge management, innovation, organizational learning and design thinking. Through relevant, contemporary cases, the course will examine the purposes, evolution and emerging trends of organizations and management. Traditional, virtual and cooperative structures, centralized and decentralized control, changing workforces and customer expectations all add to the complexity of management issues. Research design for this complex environment is equally challenging.

OM 503
Measurements and Evaluations **3 cr.**
This course studies the techniques of measuring and evaluating performance at the individual, classroom, group, and organizational levels. It will link these techniques to performance, reward, and an organization's culture to ascertain that expectations and standards are correct, that results are measurable, and that each aspect of this system is connected to learning about how to improve operation.

OM 506
Introduction to Higher Education **3 cr.**
An introduction to higher education with an emphasis on academics. This course examines a range of twenty-first century topics including history of the field, curriculum development, assessment, and best practices in teaching and learning.

OM 509
Ethics and Emotional Intelligence **3 cr.**
We live in times that are rich with examples of good and bad ethical behavior. This course will examine "self" in relation to the ethical platforms that you as individuals and future leaders will need to understand and how your personal beliefs and actions might affect or influence your ability to be an effective business leader. This course will also examine the fundamental aspects of business ethics as it relates to the theoretical nature of the topic of business ethics and the facets of business ethics, including all stakeholders, who are affected by the impact of ethical or non-ethical decisions.

OM 512
Marketing and
Branding Organizations **3 cr.**
This course will examine the concepts and principles of all areas of marketing including the marketing mix, product development, promotion and advertising, distribution, consumer behavior and market segmentation. These concepts will provide an understanding of how the marketplace has evolved in response to changes in consumer tastes and expectations, technological developments, competitors' actions, economic trends and political and legal events as well as product innovation and pressures from supplies and distributors.

OM 514
Learning Environments & Concepts **3 cr.**
This course examines the unique nature of the adult learner in higher education. Students will answer the questions: How do I learn best as an adult? Do adults learn differently from children and adolescents? Emphasis will be placed upon theories of and ragogy and practices of teaching and learning with adults. Students will answer the questions: What are some theories about how adults learn? Who is an adult? What do these theories suggest for teaching adults? In what ways can an understanding of adults and how they learn be applied in practice as an adult learner or as an educator of adults?

OM 517
Leading Organizational Change **3 cr.**
This course is designed to provide the student with a broad understanding of the change elements in management, how change comes about, how to understand the change, how it will affect the organization, how to deal with change and how to create positive outcomes from change events (North Shore Recovery High School, Boston area VA Medical consolidation, Landmark School Outreach Programs, Logan Elementary School, re-engineering, downsizing, RIF, etc.) Managers at every level face change organic industry change, management and personnel change, market change, product change, consumer habit change, etc. This course will help the

student recognize organization change either quantitatively or qualitatively, or both provide the student with some tools and techniques for dealing with organization change and have the student lead and participate in some group discussions on organization change in case study situations.

OM 518
Trends in Technology 3 cr.

Today's education, non-profit and government sectors face the increased challenge of utilizing technology to help provide new services, efficiency as well as the ability to reach more people. This course will provide the student with examples of technology innovation in the education, non-profit and government sectors. As an example, Twitter, LinkedIn, Facebook, GotoMeeting, Skype and other social media software and services, as well as online learning- related chats and discussions engage people from around the world, shrinking the geographical and cultural distances between us. New services based on new devices to improve online collaboration, sharing and discussion, and ones that help people form smaller, more intimate digital and location based communities will also be available for managers to leverage in delivering new community services.

OM 520
Talent Management 3 cr.

Talent Management's learning track will actively involve the student in developing the skills and tools required to identify, acquire, strengthen and evaluate a firm's most important asset: its employees. Understanding that any organization today wants to accomplish objectives better, faster and smarter, this course will parallel that thinking by empowering students to think creatively, nimbly and entrepreneurially about maximizing employee talent development and management. An added bonus is that the successful student will be able to apply the principles learned in this course to his or her own career.

OM 525
Student Affairs in Higher Education 3 cr.

Students will examine the field of college student development from developmental and practice perspectives. Students will examine major student development theory as it pertains to the modern student. Students will examine the demographics of the modern student and its implications on higher education. This examination will focus on social justice, students with disabilities, diversity, planning and assessment, technology and education and the supervision of professionals.

OM 537
Operational and Financial Analysis 3 cr.

This course is designed to help students 'think strategically' and to evaluate results from the perspective of the organization operating in an increasingly diverse and competitive environment. The student will explore and acquire financial tools and competencies for budgetary planning and analysis. This course will provide a basic understanding of financial strategies and their related risks, analysis of financial information, and budgeting.

OM 540
**Assessment & Outcomes
in Higher Education** 3 cr.

An introduction to assessment and outcomes in higher education. Includes an overview of assessment strategies and methods, and developmental and learning outcomes

in a college environment. Outcomes related to academic affairs and student affairs will be discussed and evaluated.

OM 563
Research Strategies 3 cr.

This course will enumerate and compare the many ways to develop, share, utilize and build upon data generated by a school or organization. Specifically the review and exploitation of internally generated data and the discipline of competitive intelligence will be weighed as tactics for enhanced educational performance or a stronger competitive position.

OM 565
Project Management 3 cr.

This course focuses both on the analytical tools to manage projects as well as the people-management tools necessary for project success. The entire process of implementing a project, from project definition to the evaluation of feasibility, scheduling, financial, and budgetary factors is examined in detail. Contemporary management techniques, based on Project Management Institute (PMI) current practices, are used in case analyses to deepen student understanding. Current software options are discussed.

OM 566
Creativity and Innovation 3 cr.

The goal of this course is to drive home concepts, models, frameworks, and tools that managers need in a world where creativity and innovation is fast becoming a pre-condition for competitive advantage. Every business-person is faced with difficult problems to overcome every single day. Often, success hinges on the ability to solve problems that don't have straightforward answers. Given the competitive nature of today's business environment, there is a growing need for creative thought processes and innovative solutions. For any venture to survive, it must grow. But the rapid pace of technological change has rendered many business processes, products, and organizational structures obsolete. Any high-performing organization benefits from a balanced approach to creativity and innovation that halts the business decay process and focuses the firm on a pathway to discovery. This course explores some of the best practices of some of the world's most creative and innovative firms. It also explores how we can personally be more creative and innovative in our individual lives. This course gives a broad overview of innovation and the managerial decisions that influence innovative performance.

OM 567
Negotiation and Conflict 3 cr.

Negotiation and conflict resolution are integral parts of daily life and working with people. Project ma agers need the skills to handle people problems whether the problems are within the team or with clients, customers, and stakeholders. This course covers the foundations of negotiation, negotiation strategy including planning and framing, how to recognize and prepare for the phases of a negotiation, and how cultural differences are increasingly playing a role in the global economy.

OM 568
Organizational Metrics 3 cr.

This course studies the techniques of measuring and evaluating performance on the individual, classroom, group, and organizational levels. It will link these techniques to performance, reward, and an organization's culture to

ascertain that expectations and standards are correct, that results are measurable, and that each aspect of this system is connected to learning about how to improve operations.

Operations Management

OPMT550
High Performance Service Management 3 cr.

This course is focused on the business strategic and tactical operational challenges, which are required to optimize services provided to customer. The aim of high performance service management is to synchronize service parts, resource forecasting, service partners, field service activities, along with service pricing. Five core operational task will be explored in deeper detail Service concept, Customer and supplier relationships, Service delivery, Performance management and measurements, and service design as a competitive advantage.

OPMT560
Lean Thinking & 6 Sigma 3 cr.

This course is a synergized concept of Lean and SixSigma principles on driving the elimination of seven kinds of waste. Exploring the cost of defects, overproduction, transportation, waiting time, inventory levels, motion and over processing on the success and profitability of a company. Striving for improvement in quality of goods and services is at the heart of Lean Six Sigma with its 3.4 defects per millions opportunities (DPMO). The techniques of Lean Thinking process along with Six Sigma quality tools create a strong methodology for continuous improvement and customer satisfaction.

OPMT570
Global Logistics 3 cr.

A logistics system includes the planning and coordination of the physical movement aspects of a firm's operations such that a flow of materials, parts, and finished goods is achieved in a manner that minimizes total costs for the level of service desired. Students will learn to use various logistical methods and models to enhance the time and place utility of goods. Topics include transportation alternatives, inventory control, warehousing, location decisions, distribution, and setting customer service standards.

OPMT580
Global Supply Chain Management 3 cr.

Supply chain management includes the design, planning, execution, control, and monitoring of supply chain activities with the objective of creating net value, building a competitive infrastructure, leveraging worldwide logistics, synchronizing supply with demand, and measuring supplier performance globally. Students will examine a complete overview of material flow from internal and external suppliers throughout the enterprise. Topics include basic elements of the supply chain, lean processes, procurement and strategic sourcing, total quality management (TQM), enterprise resource planning (ERP), demand planning and capacity management.

Non-Profit Management

OMNP 550
Managing the Non-Profit 3 cr.

The non-profit manager has to understand and become proficient in operating in an environment that has a board of trustees, specific non-profit budgeting and accounting

processes and cycles and unique reporting requirements. This course will introduce students to the legal implications of non-profit status, the variety of structures for non-profits, the financial management and annual planning cycle, working with a volunteer board, and managing programs and program outcomes.

OMNP 560
Marketing and Fundraising in Non-Profits   **3 cr.**
Donations, grants and government support are the usual keystones of non-profit funding. More and more, non-profits have also begun to produce earned revenue through the sale of services and products. This program will explore these vital and changing areas of non-profit funding with examples from both large and small organizations.

OMNP 570
Non-Profit Leadership   **3 cr.**
Leading the contemporary non-profit organization takes enormous creativity, resourcefulness, tact and diplomacy. This class will explore the many roles of the non-profit leader, including the basic skills of managing change, creativity and innovation. Special emphasis will be placed on solving what appear to be intractable problems with fresh ideas and innovative thinking. Other topics include how to operationalize ideas through influencing, conflict resolution and recruiting volunteers.

OMNP 580
Strategy for Non-Profits   **3 cr.**
Without a clearly articulated vision of the future, a non-profit can be handicapped both in operational efficiency and fund-raising appeal. On the other hand, when a non-profit has a strategy, it can be used to unify and attract volunteers, energize donors, and allow growth through planning. This course will introduce the wide variety of non-profit sectors and missions, how these sectors generate and articulate strategic plans, how traditional and alternative methods can be used in strategic planning, and strategy pitfalls and traps. The class will also focus on entrepreneurial aspects of growing non-profits, including creative approaches to providing value to donors and recipients as well as earned revenue alternatives. Finally, we will speculate on the future of non-profits in our challenging economy.

Project Management

PMGT 512
Business Analysis Techniques used in
Project and Program Management   **3 cr.**
Financial information is important to determining the fiscal health of a program or project. A program and project manager must be an effective communicator, display an understanding of an activity, and must be able to analyze financial information. This course explains the basics of accounting, pricing and job costing, as well as the systems analysis of project timing and earned value.

PMGT 523
Negotiation and Conflict   **3 cr.**
Negotiation and conflict resolution are integral parts of daily life and working with people. Project managers need the skills to handle people problems whether the problems are within the team or with clients, customers, and stakeholders. This course covers the foundations of negotiation, negotiation strategy including planning and

framing, how to recognize and prepare for the phases of a negotiation, and how cultural differences are increasingly playing a role in the global economy.

PMGT 525
Program Management   **3 cr.**
This course offers a unique perspective to the student and allows for skill acquisition to ensure success in varying business environments. Programs are typically critical in nature and focused on business results. Programs may also be recurring events, which if not given the attention to detail that is required, can result in the failure of the event. This course will examine team development, program focus, budget preparation and execution.

PMGT 528
Scheduling Tools and Techniques   **3 cr.**
Successful projects start with sound planning and reach completion based on effective project management techniques. While establishing baselines are key to project success, measuring progress and adapting to changing circumstances is vital to accomplishing project objectives. Topics will include project estimating, measure of project performance with particular emphasis on keeping a project on course, best practices in project estimating schedules, costs and resource requirements, and techniques aimed at early problem identification.

Reading and Literacy

RDG 502
Learning and Cognition   **3 cr.**
This course is intended as an overview of the major theoretical approaches to learning and cognition, especially as they are applied to the reading process. A considerable amount of time will be designated to discussing theories of intelligence, and the application of the theories to specific educational issues and problems will be the main focus of this course. Examination of the current research will provide students with a background in learning and cognitive concepts relevant to planning and reflecting upon educational practice and improvement within core curriculum areas. Bloom's level of cognition and Gardner's theory of multiple intelligences will be examined as to how they relate to the reading process. Students will examine recent applications of this research and analyze public debates surrounding development, learning, thinking, and individual differences as they relate to classroom teaching, learning, and evaluation.

RDG 504
Family Literacy Connections   **3 cr.**
This course explores the role of the literacy coach/teacher in supporting the five standards considered essential for reading professionals: knowledge of the foundations of reading and writing processes and instruction, use of a wide range of instructional practices approaches, methods, and curriculum materials to support reading and writing instruction, use of a variety of assessment tools and practices to plan and evaluate effective reading instruction, create a literate environment that fosters reading and writing, view professional development as a career-long effort and responsibility. It also focuses upon the role of home school connections presenting a wide variety of school-based and organization sponsored programs and initiatives that will address these questions as practitioners learn how others are responding to the literacy needs of students and families. Participants will

gain insight into how to develop new programs as well as conduct community discourse on the nature of family literacy, how it works, and how it can support student learning.

RDG 506
The Emergence of Literacy   **3 cr.**
This course will examine the role of the "reflective practitioner" in developing literacy experiences for elementary-school-aged children. We have come to realize that children progress along a developmental continuum that reveals their gradual or "emerging" construction of knowledge about reading and writing. The importance of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to the emergence of literacy will be examined. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English Language Arts.

RDG 507
Writing Across the Curriculum   **3 cr.**
Knowledge about reading supports growth in writing. Writing should be natural and authentic and must provide space and materials to allow natural expression to occur. The notion of process writing and the integration of listening, speaking, reading, writing, and critical thinking will be addressed. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English Language Arts and Interdisciplinary Units.

RDG 508
Improvement of Reading Instruction   **3 cr.**
Attention is directed toward integrating materials, methods, and strategies of working with students for effective reading instruction. Included are classroom diagnosis of reading abilities and plans to improve teaching to meet the needs of all learners. A prepracticum experience is included. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English Language Arts.

RDG 509
Portfolio Assessment   **3 cr.**
This course will examine the movement toward the portfolio approach to literacy assessment. The four theoretical cornerstones on which the concept of portfolio assessment is built will be reviewed: 1) appropriate assessment should come from a variety of literary experiences in which pupils engage in the classroom 2) assessment should be continuous to chronicle ongoing development 3) assessment should be multi-dimensional, reflecting the multifaceted nature of literacy development and 4) assessment should include active, collaborative reflection by both teacher and students. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English Language Arts.

RDG 511
Children's Literature   **3 cr.**
This course will explore the enormous impact that literature-based reading has had on our students and programs. The integration of reading strategies with literature will be discussed. As children's literature is being included as the centerpiece of reading and writing instruction in the elementary grades, literature has become a powerful force in language arts instruction in schools. A variety of literary forms will be explored including picture books, folk tales and fairy tales, fantasy, realistic fiction, historical fiction,

and poetry. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English.

RDG 512

Diagnosis and Remediation 3 cr.

Reading disability as it is related to total language development, with emphasis on causation and prevention of reading disability, will be studied. Administration and interpretation of individual reading tests, informal and formal assessment strategies, the use of diagnostic prescriptive terms, and remediation techniques will be reviewed. The case study approach will be utilized, and opportunities for meeting the pre-practicum requirements are included for those pursuing the Initial Licensure program. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

RDG 513

Advanced Seminar in Reading/Language 3 cr.

The Advanced Seminar in Reading/Language must be included in the last nine hours of graduate study and prior to taking the Comprehensive Examination in Reading. Topics include current trends in the teaching of reading, supervision and administration of reading programs, research in reading programs, assessment, research in reading and literacy, and evaluation of reading programs. Note: in order for a student to register for this course he or she must secure authorization from the Program Coordinator. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English Language Arts.

RDG 514

Practicum Experience: Teacher of Reading 3 cr.

A 150-hour practicum experience in various grade levels (K–12) setting that allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and the College supervisor. Regularly scheduled meetings are also required. Prerequisite: A passing score on the Reading Specialists Test of the Massachusetts Tests for Educator Licensure (MTEL).

RDG 515

Reflective Seminar:
Teacher of Reading 3 cr.

This seminar, which consists of weekly sessions, is taken concurrently with RDG 514. It provides opportunities for students to reflect on their practice and consolidate reading knowledge, pedagogical theory, and practice. It allows the students additional time to reflect on their developing skills in assessment, modification of instruction, leadership skills, clinical expertise, and diagnostic techniques. Each student is required to complete a multi-faceted study that combines methodologies, theories, and current research about teaching and learning based on his or her practicum experience.

RDG 558

Literacy Connections 3 cr.

This course explores the role of the literacy coach/teacher in supporting the five standards considered essential for reading professionals: knowledge of the foundations of reading and writing processes and instruction, use of a wide range of instructional practices approaches, methods, and curriculum materials to support reading and writing instruction, use of a variety of assessment tools and practices to plan and evaluate effective reading instruction, create a literate environment that fosters reading and writing, view professional development as a career-long effort and responsibility. It also focuses upon the role of home school connections presenting a wide variety of school-based and organization sponsored programs and initiatives that will address these questions as practitioners learn how others are responding to the literacy needs of students and families. Participants will gain insight into how to develop new programs as well as conduct community discourse on the nature of family literacy, how it works, and how it can support student learning.

Science

SCN 571

Methods of Teaching Science
to Children/Field Study 3 cr.

This course is a hands-on learning experience about ecology, life science, and physical sciences using the marine ecosystem and marine mammal biology. Food chains, Life and Physical Science, basic oceanographic concepts, animal behavior, general research methods, data assimilation and analysis, and technological applications to education are studied. Local resources such as the coastal ecosystem, the organisms that inhabit the coastal environment and research techniques will be used. Scientific applications, basic scientific concepts, general research methods, data assimilation and analysis, and technological applications to education will be studied and applied. Classroom and field methods of teaching these concepts to children are integrated in the course. Activities, content, and materials are related to the current Massachusetts Science and Technology/ Engineering Curriculum Framework.

Special Needs

SPN 500

Special Education Service Delivery and the
Inclusion Model for Students
with Special Needs 3 cr.

This course will explore the theories and models of special education services. It will provide teachers with an overview of the laws governing special education services and provide a better understanding of service delivery, including inclusion practices, resource rooms, collaboration, and substantially separate facilities. Students will explore the merits of various referral methods. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 501

Methods and Materials
for Curriculum Development
of Special Needs Programs 3 cr.

The process of designing and implementing instruction for children with mild to moderate learning needs will be developed. Students will learn to identify appropriate instructional strategies, behavioral objectives, and learning tools, including technology. They will also learn to evaluate the effectiveness of instruction. Provisions for meeting the pre-practicum requirements are included. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 502

Curriculum Development for
Learners with Special Needs 3 cr.

This course explores current research in the teaching of reading, writing, social studies, and the arts for learners with special needs. This course will provide an opportunity for students to learn about curriculum, lesson planning, instructional strategies, service delivery models, and educational materials. Participants in this course will be challenged to explore current issues and thought regarding teaching and learning of students with differing learning styles and educational needs. This course is designed to create an environment that appreciates the social nature of learning and recognizes the effectiveness of teaching and learning that encourages cooperation and collaboration. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 504

Assessment and Educational Planning 3 cr.

This is a process-oriented, hands-on course designed to teach formal and informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. Observation, interview, curriculum- based measures, and formal approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks. Provisions for meeting the pre-practicum requirements are included.

SPN 505

Reflective Seminar: Teacher of Special Needs 3 cr.

This seminar, which consists of weekly sessions, is taken concurrently with SPN 510 Practicum Experience: Teacher of Special Needs. The seminar discussions build students' reflective capacities as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to students' needs and their work in the field.

SPN 506

Nature and Needs of Students
with Moderate Disabilities 3 cr.

Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of moderate disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in early childhood, elementary, and secondary education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 507

Family, School, and Community:
Forming Partnerships 3 cr

This course explores the contexts of the lives of learners. Participants will understand families, schools, and society

as social systems and be able to practice this understanding in their relationships with children, colleagues, parents, and the community. Participants explore effective strategies, theories, practices, and processes for partnering with families and personnel from the community resource agencies and organizations.

SPN 508
Functional Curriculum and Educational Planning:
Severe Disabilities **3 cr.**
This course reviews curriculum content areas for students with intensive special needs, techniques to develop skills in functional domains, and also covers intervention in the motor, emotional, applied academics, and transition areas. Included is a focus on the process of development and content of Individual Educational Plans (IEPs) and Individualized Transition Plans (ITPs). Educational theories of active learning and strategies for supporting learners of all ages (3-22) in integrated settings are addressed. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 510
Practicum Experience:
Teacher of Special Needs **3 cr.**
For PreK–8 Licensure: A 300-hour practicum experience in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities for the appropriate grade level that allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and the College supervisor. Students are expected to demonstrate competencies for Professional Standards for Teachers. For 5–12 Licensure: 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate or substantially separate setting for students with moderate disabilities. At least three regularly scheduled meetings are required with the practicum supervisor appointed by Endicott in addition to classroom observations by the cooperating teacher. Prerequisite for preK-8: A passing score on the Foundations of Reading, General Curriculum Multi-Subject, and General Curriculum Mathematics of the Massachusetts Tests for Educator Licensure (MTEL). Prerequisite for Gr. 5-12: A passing score on any subject matter test of the Massachusetts Tests for Educator Licensure (MTEL).

SPN 511
Assistive Classroom Technology
for Students with Disabilities **3 cr.**
This course is designed to explore a range of issues related to curricular access and learning experienced by students with severe learning and other handicapping conditions. Students will explore a wide range of technology applications for children with disabilities and consider individual needs based on the type of disabling condition, such as physical, cognitive, sensory, or multiple complex needs as demonstrated by children with pervasive developmental needs. Explorations of assistive technologies focus on applications for enhanced instructional practices that maximize student learning outcomes. Provisions for meeting pre-practicum requirements are included.

SPN 513
Consultation and Collaboration in Education **3 cr.**
This course is designed to provide professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide consultation and technical assistance to other educators, parents, groups, organizations, communities and service providers. Emphasis will be placed upon the development and enhancement of teamwork, co-teaching, and collaborative, consultative and group leadership skills.

SPN 515
Strategies for Classroom Management **3 cr.**
This course focuses on developing ways to create positive learning environments for all students. Participants will learn effective instructional and behavioral management strategies and be able to cultivate social competence and academic achievement. Participants will develop the knowledge, training and strategies necessary to administer successful classroom management and discipline for students who exhibit a wide range of behavioral needs and characteristics and will study how to prevent and address discipline problems and how to increase productive student behavior. Participants will be expected to reflect, through personal writing, their personal beliefs regarding effective classroom and school management. They will become skilled at preparing special needs students for inclusion in a variety of educational situations and will be required to craft a classroom management plan for a special needs student.

SPN 516
Reflective Seminar: Teacher of
Students with Severe Disabilities **3 cr.**
This seminar, which consists of weekly sessions, is taken concurrently with SPN 510 Practicum Experience: Teacher of Special Needs (severe). The seminar discussions build students' reflective capacities as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to students' needs and their work in the field.

SPN 519
Practicum Experience: Teacher of
Students with Severe Disabilities **3 cr.**
A 300-hour practicum experience in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with severe disabilities for the appropriate grade level that allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and the College supervisor. Students are expected to demonstrate competencies for Professional Standards for Teachers. At least three regularly scheduled meetings are required with the practicum supervisor appointed by Endicott in addition to classroom observations by the cooperating teacher. Prerequisite: A passing score on the General Curriculum Multi-Subject and on a Math Subtest (elementary math, middle school math, or mathematics) of the Massachusetts Tests for Educator Licensure (MTEL).

SPN 523
Advanced Assessment Strategies:
Psycho-educational Evaluation **3 cr.**
This course provides a practice based experience in advanced psycho-educational evaluation. Participants will review psycho-educational, curriculum based, and performance based approaches to assessing students with exceptional needs, as well as the process and procedures for screening, identifying, evaluating, diagnosing, and re-evaluating students placed in programs for exceptional children with an emphasis on writing reports and developing recommendations for the Individualized Education Program. The course includes assessment strategies for students K – 12 as well as students who range in functioning levels and abilities.

SPN 526
Nature and Needs of Students
with Severe Disabilities **3 cr.**
Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of moderate disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in early childhood, elementary, and secondary education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks. Provisions for meeting the pre-practicum requirements are included.

SPN 533
Adapting and Differentiating Instruction **3 cr.**
This course builds on theories of learning, curriculum, and instruction, and prepares teachers to adapt and differentiate their teaching to learner needs. Special emphasis will be placed upon developmental benchmarks, instructional strategies, and selection of materials for promoting literacy skills. Participants will review the empirical research base in differentiated learning, identify the key characteristics of differentiated instruction, analyze models of differentiated instruction and develop a plan for a differentiated classroom that meets high standards and student needs.

SPN 564
English, Language Arts, and
Social Science for Diverse Learners **3 cr.**
This course investigates the content and processes related to teaching English, language arts and social sciences to a diversity of learners. Participants will study the relevant Massachusetts frameworks and specifically explore ways of designing and modifying curriculum and instruction.

SPN 565
English, Language Arts, and Social Science
for Severely Disabled Learners **3 cr.**
This course investigates the content and processes related to teaching English, language arts, and social sciences to a diversity of learners. Participants will study the relevant Massachusetts Curriculum Frameworks and specifically explore ways of designing and modifying curriculum and instruction.

SPN 567
Mathematics and Science
for Diverse Learners 3 cr.
This course investigates the content and processes related to teaching mathematics, science and technology to a diversity of learners. Participants will study the relevant Massachusetts frameworks and specifically explore ways of designing and modifying curriculum and instruction.

SPN 568
Mathematics and Science
for Severely Disabled Learners 3 cr.
This course investigates the content and processes related to teaching mathematics, science and technology to a diversity of learners. Participants will study the relevant Massachusetts frameworks and specifically explore ways of designing and modifying curriculum and instruction. Activities, content, and materials of this course are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 573
Reflective Seminar 3 cr.
This course is designed to provide students an opportunity to develop a diverse set of perspectives for analyzing organizations and/or taking effective leadership. The primary focus of the course is on understanding the various dynamics that affect the operation of educational organizations. Specifically, leadership theory, change theory, organizational behavior and policy analysis will be introduced. Learning to use multiple perspectives in the organization will give students opportunities to reflect on their role as an educator while expanding the set of possible choices they have for taking actions and providing leadership. Preparation for leadership positions will be the primary focus.

SPN 580
Innovative Practices in Education 3 cr.
The course is designed to enhance the knowledge base for professionals in an era of school restructuring, technological innovation, and social change. Teachers and administrators will learn first-hand about innovative practices and recent research in the field. Topics include: student self-assessment, teacher reflection, cooperative learning, mentoring, the use of technology in schools, home-school communication, inclusion to support learning diversity, and the challenge of school restructuring. Areas covered include learning theory, curriculum design, classroom atmosphere, instructional strategies, among others. This course also covers the dilemma children face when they experience difficulties in learning situations because of ethnic group frustrations in the community, problems of social adjustment, socio-economic inequities, and learning gaps. The role of the school in facilitating the program for children of various cultures to become valued members of the community is discussed.

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Assistant Dean of Academic Programs/Associate Professor
    Dr. Enid E. Larsen
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Director, Licensure Programs
    Dr. John MacLean, Jr.
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        University; C.A.G.S., Harvard University; Ed.D., Boston University

Executive Director and Dean of the Mexico Campus
    Dr. Joyce Luján Martínez
        B.A., M.A.T., The Colorado College; Ed.D., University of
        California, Los Angeles

Director of Marketing and Recruitment
    Wendy McSweeney
        B.S., Boston University

Director of Enrollment and Advising
    Ian Menchini
        B.S., Boston University; M.Ed., Suffolk University

Associate Director of Graduate Nurse Practitioner
    Lorraine Lyzun Murphy
        B.S.N., Salem State University; M.S.N., Boston University; M.P.H.
        University of North Carolina; PMCAGS, Regis College

Dean, Endicott College, International Programs
    Richard A. Pacheco, Jr.
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        International University

Associate Dean of Graduate Education/
Professor of Education
    Dr. Malcolm L.Patterson
        B.S., Ed.M., Boston University; M.A., Ed.D.,
        University of Massachusetts

Academic Dean of Professional Studies and
Endicott Boston/Assistant Professor
    Brian Pellinen
        B.A., University of Minnesota; M.A., York University

Associate Dean, Graduate School
    Dr. Chrystal Denmark Porter
        B.S., Ohio University; M.A., Ohio University; Ed.S.,
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Associate Dean of Interior Design
    Kevin Michael Renz, IDEC, NCIDQ
        B. Arch., Frank Lloyd Wright School of Architecture; M.Arch.,
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        San Francisco Institute of Architecture

Associate Director of Masters In Nursing
    Dr. Emily Smith
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Director, Graduate Program in Autism/ABA Studies/
Professor
    Dr. Mary Jane Weiss
        B.A., Marquette University; M.S., Ph.D., Rutgers – The State
        University

Director of Corporate Education and Endicott College Gloucester /
Assistant Professor
    Richard G. Weissman
        B.A., Rutgers University; M.S., Lesley University

Director, Applied Behavior Analysis Online Program/Professor
    Dr. Thomas Zane
        B.A., M.S., Western Michigan University; Ph.D., West Virginia
        University Director of Autism and Applied Behavior Analysis
        Program/Professor

Faculty

Accelerated Bachelor Degree Completion Programs

Jude A. Augusta, *Adjunct Lecturer, Business Law and Leadership;* B.S., Salem State College; M.B.A., Nichols College; J.D., Seton Hall Law School

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Geoff Barnes, *Adjunct Lecturer, Psychology;* B.A., Amherst College; M.S., Antioch University; Ph.D.,Lesley University

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Faculty

Day Time Associate Degree
Endicott Gloucester

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Hannah Kimberley, *Adjunct Lecturer;* B.A., University of New Mexico; M.A., University of New Mexico; Ph.D., Old Dominion

David Moceri, *Adjunct Lecturer;* B.S., Northeastern University; M.S., University of New Hampshire

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Faculty

R.N. to B.S.N.

Amanda Coakley, *Adjunct Lecturer;* B.S.N. and M.S., Northeastern University; Ph.D., Boston College

Lillian Graham, *Adjunct Lecturer;* B.S.N., Salem State University; M.S., Endicott College

Donald Grimes, *Adjunct Lecturer;* B.S.N. and M.S.N., Salem State University; D.N.P. Regis College

Lauren Harrison, *Adjunct Lecturer;* B.S., Villanova University; M.S.N., Salem State University

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Charlotte Stepanian, *Adjunct Lecturer;* M.S.N., R.N.,.B.C., B.S., St. Josephs College , M.S.N., B.S., St. Josephs College

Faculty

Ed.D. in Educational Leadership

Brian Bicknell, *Adjunct Lecturer. Dean of Academic Affairs,* Ben Franklin Institute of Technology. B.S., Fairmont State College; M.S., Fitchburg State College; Ed.D., The University of Massachusetts-Boston

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Michael D. Maginn, *Adjunct Lecturer, Managing Director & Owner, Singularity Group, Inc. ;* A.B. and M.S. Ed., Syracuse University; Ed.D., University of Southern California

Anita Miller, *Adjunct Lecturer. Associate Vice Chancellor for Academic Affairs,* University of Massachusetts-Boston. B.A., Colorado State University; M.S. and Ed.D., University of Massachusetts-Boston

Richard Ochberg, *Adjunct Lecturer;* B.A., Harvard College; Ph.D., University of Michigan

Malcolm M. Patterson, *Associate Dean of Graduate Education Programs/ Associate Professor;* B.S., Ed.M., Boston University; Ed.D., University of Massachusetts

Mary Thompson-Jones, *Academic Director, Global Studies & International Affairs Program;* Northeastern University. B.A., California State University, Northridge; M.A., Tufts University; Ed.D., University of Pennsylvania

Faculty

Master of Arts/Master of Fine Arts in Interior Architecture Programs

Robert Anderson, *Associate Professor, Interior Architecture;* B.F.A., Massachusetts College of Art; B.Arch., Boston Architectural College; M.A., Architectural Association, London, UK; NCIDQ Certified

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Andrea Brody, *Associate Professor, Interior Architecture;* B.A., Columbia University; M.Arch., University of Oregon

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Will Lewis, *Adjunct Lecturer, Interior Architecture;* B.Arch. Eng., Pennsylvania State University.

Rina Naik, *Adjunct Lecturer, Interior Architecture*; B.A., Gaya College; B.S. and M.F.A., Endicott College

Kevin Michael Renz, *IDEC, NCIDQ, Associate Dean of Interior Architecture;* B.Arch., Frank Lloyd Wright School of Architecture; M.S. in Architecture, University of Wales Cardiff; M.Arch., M. Ecological Design, San Francisco Institute of Architecture

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Faculty

Master of Business Administration Programs

Douglas Baumoel, *Adjunct Lecturer;* B.S., Cornell University; M.B.A. Wharton School, University of Pennsylvania

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Martin Chatterton, *Adjunct Lecturer;* B.S., Clarkson University; M.B.A., State University of New York

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Robert Dionne, *Adjunct Lecturer;* B.S., M.B.A., Endicott College

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Steven R. Fabiszewski; B.S., University of Massachusetts, Lowell; M.B.A., Endicott College

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Heidi T. Henson, *Adjunct Lecturer;* Management; B.A., Boston College; M.A., Harvard University (Extension); Ed.D., Drake University

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James Kimball, *Adjunct Lecturer*; B.S., University of Massachusetts; M.B.A., Cornell University

Michael Maginn, *Adjunct Lecturer;* B.A., M.S., Syracuse University; Ed.D., University of Southern California

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Faculty

Master of Education Programs

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