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<td>Creative Arts Therapy</td>
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<td>Bachelor of Science in Interior Design</td>
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<td>Session 1: New Student and Family Orientation</td>
</tr>
<tr>
<td>Fri, Sat 18, 19</td>
<td>Session 2: New Student and Family Orientation</td>
</tr>
<tr>
<td>Fri 22</td>
<td>Pre-season Check In for Athletes</td>
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<table>
<thead>
<tr>
<th>September</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 1</td>
<td>Labor Day (observed)</td>
</tr>
<tr>
<td>Tues 2</td>
<td>Employee Orientation (9 am – 1 pm)</td>
</tr>
<tr>
<td>Wed 3</td>
<td>New International Student Orientation*</td>
</tr>
<tr>
<td>Thurs 4</td>
<td>Returning Student Check In (Freshman and Transfers)</td>
</tr>
<tr>
<td>Fri 5</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Fri 12</td>
<td>Last day to “Add and Drop” classes</td>
</tr>
<tr>
<td>Thurs 25</td>
<td>Founders Day (special schedule TBA)</td>
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<table>
<thead>
<tr>
<th>October</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>Mon 13</td>
<td>Columbus Day (observed)</td>
</tr>
<tr>
<td>Fri 17</td>
<td>Last day to “Withdraw” classes with WP and WF</td>
</tr>
<tr>
<td>Fri–Sun 17–19</td>
<td>Homecoming and Family Weekend</td>
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<th>November</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>Mon–Fri 3–7</td>
<td>Pre-registration with advisor for third and fourth year students</td>
</tr>
<tr>
<td>Sat 8</td>
<td>Admissions Open House</td>
</tr>
<tr>
<td>Mon–Fri 10–14</td>
<td>Pre-registration with advisor for first and second year students</td>
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<td>Tues, Wed 11, 12</td>
<td>Registration for fourth year students</td>
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<td>Thurs, Fri 13, 14</td>
<td>Registration for third year students</td>
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<tr>
<td>Tues, Wed 18, 19</td>
<td>Registration for second year students</td>
</tr>
<tr>
<td>Thurs, Fri 20, 21</td>
<td>Registration for first year students</td>
</tr>
<tr>
<td>Tues 25</td>
<td>Last Day of classes before Thanksgiving Recess^</td>
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<th>December</th>
<th>Fall Semester</th>
</tr>
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<tbody>
<tr>
<td>Mon 1</td>
<td>Classes resume, “Add and Drop” begins for spring semester</td>
</tr>
<tr>
<td>Tues 9</td>
<td>Fall Athletic Awards</td>
</tr>
<tr>
<td>Wed 10</td>
<td>Internship supervisors’ forum and reception</td>
</tr>
<tr>
<td>Thurs 11</td>
<td>Graduation Recognition Dinner</td>
</tr>
<tr>
<td>Fri 12</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Mon–Fri 15–19</td>
<td>Final Exams†•</td>
</tr>
</tbody>
</table>

*Session for all new international students and those freshmen and transfer students who were excused from summer orientation.

^Residence Halls close at 7 p.m. on Tuesday, November 25 and reopen on Sunday, November 30 at 1 p.m.

†Students must vacate the residence halls within 24 hours after their last final examination. Students with examinations on Friday, December 19, must vacate the residence halls by noon on Saturday, December 20.

•College closed from Thursday, December 25, 2003 to Thursday, January 1, 2004.

### Spring Semester

<table>
<thead>
<tr>
<th>January</th>
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<tbody>
<tr>
<td>Sun 4</td>
<td>Check In for January housing</td>
</tr>
<tr>
<td>Mon 5</td>
<td>January Intercession classes begin</td>
</tr>
<tr>
<td>Mon 19</td>
<td>Internship 100, 200, and 300 begin</td>
</tr>
<tr>
<td>Fri 23</td>
<td>Martin Luther King, Jr. Day (observed)</td>
</tr>
<tr>
<td>Sat, Sun 24, 25</td>
<td>January Intercession classes end</td>
</tr>
<tr>
<td>Sun 25</td>
<td>Internship 100, 200, and 300 end</td>
</tr>
<tr>
<td>Mon 26</td>
<td>New Student Check In (International, Freshman, and Transfer)</td>
</tr>
<tr>
<td>Tues 27</td>
<td>All New Student Orientation</td>
</tr>
<tr>
<td>Mon 2</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Tues, Wed, Fri 17, 18, 20</td>
<td>Internship Assembly and Seminars (12 – 2 pm)</td>
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<thead>
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<th>February</th>
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<tbody>
<tr>
<td>Fri 5</td>
<td>Last day to “Add and Drop” classes with WP and WF</td>
</tr>
<tr>
<td>Fri 12</td>
<td>Spring vacation begins after last class*</td>
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<tr>
<td>Mon 22</td>
<td>Classes resume</td>
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<th>March</th>
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<tbody>
<tr>
<td>Fri 3</td>
<td>Accepted Students Day</td>
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<tr>
<td>Mon–Fri 5–9</td>
<td>Pre-registration with advisors for third and fourth year students</td>
</tr>
<tr>
<td>Mon–Fri 12–16</td>
<td>Pre-registration with advisors for first and second year students</td>
</tr>
<tr>
<td>Tues, Wed 13, 14</td>
<td>Registration for fourth year students</td>
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<tr>
<td>Thurs, Fri 15, 16</td>
<td>Registration for third year students</td>
</tr>
<tr>
<td>Mon 19</td>
<td>Patriots Day (observed)</td>
</tr>
<tr>
<td>Tues, Wed 20, 21</td>
<td>Registration for second year students</td>
</tr>
<tr>
<td>Thurs, Fri 22, 23</td>
<td>Registration for first year students</td>
</tr>
<tr>
<td>Mon 26</td>
<td>“Add and Drop” begins for fall semester</td>
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<table>
<thead>
<tr>
<th>April</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Sat 3</td>
<td>Winter and Spring Athletic Awards</td>
</tr>
<tr>
<td>Mon–Fri 5–9</td>
<td>Last day of classes</td>
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<tr>
<td>Mon–Fri 12–16</td>
<td>Capstone Celebration</td>
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<tr>
<td>Thurs 6</td>
<td>Reading morning</td>
</tr>
<tr>
<td>Thurs, Fri 6, 7</td>
<td>Final Exams†</td>
</tr>
<tr>
<td>Mon, Tues 10, 11</td>
<td>Final Exams†</td>
</tr>
<tr>
<td>Tues 11</td>
<td>Senior Class Banquet</td>
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<tr>
<td>Tues–Sat 11–15</td>
<td>Senior Activities</td>
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<tr>
<td>Fri 14</td>
<td>Awards Day: Baccalaureate and Awards Ceremonies</td>
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<tr>
<td>Sat 15</td>
<td>Commencement</td>
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<tr>
<td>Fri–Sun 4–6</td>
<td>Alumni Weekend</td>
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<tr>
<td>Mon, Tues 12, 13</td>
<td>Session 1: New Student and Family Orientation</td>
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<tr>
<td>Fri, Sat 16, 17</td>
<td>Session 2: New Student and Family Orientation</td>
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</tbody>
</table>

*Residence Halls close at 7 p.m. on Friday, March 12, 2004 and reopen on Sunday, March 21, 2004 at 1 p.m.

†Students must vacate the residence halls within 24 hours after their last final examination. Students with examinations on Tuesday, May 11, 2004 must vacate the residence halls by noon on Wednesday, May 2, 2004.
Welcome to the Endicott Experience!

The experiences we speak of so enthusiastically here at Endicott College are very real – as real as lifelong friends, fulfilling careers, and confident citizens. They are surprisingly varied, just like our majors, our activities and, of course, our students. I can say, therefore, with confidence, that your Endicott experience is certain to be both unique and rewarding.

Maybe you will be participating in the Theater Club, exploring the future in state-of-the-art computer labs, discovering new and better ways to serve humanity in our nursing lab, thundering down the court in the heat of the NCAA Division III competition, challenged by a hard day’s work in one of our overseas internships, or seeking inspiration in a brisk ocean breeze on the beach. Maybe you will just be relaxing at a residence hall.

Wherever you are during your Endicott days, you will discover that your College is a very special place, inside and out. Every building, every program, every opportunity is well worth the time to explore in detail. Once you appreciate the dimension of our mission to guide, you will understand why Endicott graduates become models of achievement, maturity and success. People of whom we are very proud!

I trust you will investigate the best Endicott has to offer. After all, we will be looking for the same in you. It is a combination sure to result in a memorable and prosperous college experience. Welcome!

Dr. Richard E. Wylie
President
Discover the Experience!

You probably agree that if a college is really as special as it claims to be, it wouldn’t take a lot to convince you to come. You figure that if it offers the right program in the right place at the right price, you could make up your own mind after seeing it for yourself. Most students select Endicott after a personal tour of our oceanfront campus ends their search for the ideal academic experience. So until you arrange a visit, keep these few things in mind . . .

- We offer a unique variety of Master and Bachelor degree programs.
- Internships are part of every major at Endicott. Every single one. That should cut down on those “experience required” job rejections later.
- Our faculty and staff are experienced, qualified and friendly. They don’t just care about your grades, they care about you.
- We take athletics very seriously and participate in NCAA Division III and ECAC competition. We’re accustomed to the thrill of victory!
- Our campus is at the ocean’s scenic edge on New England’s historic North Shore, just 20 miles north of Boston. Maybe a walk along one of our three private beaches will help inspire your next English composition.
- The majority of our students qualify for some type of financial aid, including grants of institutional aid, based on need and/or merit.
- With students hailing from 33 states and dozens of international countries, life on Endicott’s campus is rich in cultural diversity and understanding.
- Our students are granted the opportunity, between semesters, to join study groups in fascinating cities like Paris, London and New York. Others may travel halfway around the globe for an enriching semester in Australia. Still others embrace the challenge of a semester or year in Switzerland, in Spain, participating in an exchange with the College of International Studies, or the Endicott International Center in Mexico City, Mexico.
- Our graduates enter the world confident, experienced and prepared. Our distinguished alumni are living proof.

That’s just a brief summary of Endicott’s unique advantages. The real story is waiting here. So’s the experience.

You’re welcome any time.
You might suspect that a college with Endicott’s progressive attitudes toward students and their career advancement would be relatively young... but you’d be mistaken!

Endicott College was founded in 1939 by Dr. Eleanor Tupper and her husband, Dr. George O. Bierkoe, who shared the vision of creating a college to educate women for greater independence and an enhanced position in the workplace. Of course, this was a radical idea in those days near the end of the Depression and just before America’s entry into World War II. Despite its unconventional nature, the dream took hold and flourished during the war and the years beyond.

The College was issued its first charter by the Commonwealth of Massachusetts in 1939. In 1944, it was officially approved by the Commonwealth for the granting of Associate in Arts and Associate of Science degrees. Eight years later in 1952, Endicott was accredited by the New England Association of Schools and Colleges.

Endicott graduated its first class, a group of just 20 students, in 1941. Today, there are more than 1,450 undergraduate students, 600 students enrolled in the School of Graduate and Professional Studies, 100 students in Madrid and Mexico, and more than 15,000 alumni. In the fall of 1994, the College welcomed its first co-educational class. But a growing student body hasn’t been the only change at Endicott over the years. Our curriculum has changed to reflect the needs of the 21st century, taking into account developments in technology, world trade, and heightened professional competition.

Today Endicott offers Bachelor of Fine Arts, Bachelor of Arts, and Bachelor of Science degrees. The College introduced a Master in Education degree in the fall of 1996. Special concentrations include Arts and Learning, Elementary Education, Integrative Education, International Education, Montessori Education, Organizational Management, Reading and Literacy, Special Needs, and Training and Organizational Management in Hospitality. In the Spring of 2001, a Master of Business Administration was approved. Combined with Endicott’s comprehensive internship program, these options ensure that every student will have both a degree and experience before making the important decision about the next step in his or her future. Traditional students and today’s adult learners are attracted to Endicott’s practical, enriching programs.

Our campus, too, has grown. From the first purchase in 1939 of a handsome estate accommodating both classrooms and living quarters to our current 240 acres complete with activity centers, athletic facilities, state of the art technology, and conference centers, today’s Endicott College simply has more to offer.

And more is something today’s students have the right—and the wisdom—to expect.

The primary mission of Endicott College is to instill in students an understanding of and an appreciation for professional and liberal studies. Deeply woven within this philosophy is the 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.

Endicott has a vision for the total development of the individual 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 students in their pursuit of knowledge.

Naturally, no two students experience Endicott in the same way or at the same pace. Yet common threads 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.
Accreditation, Memberships, and Approvals

Endicott College is a non-profit educational corporation. Endicott College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or of the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association.

Accreditations

- New England Association of Schools and Colleges
- Commission on Higher Education
  
  209 Burlington Road
  
  Bedford, MA 01730-1433
  
  (781) 271-0022

- Commission on Accreditation of Allied Health Education Programs (Athletic Training)
- Foundation for Interior Design Education and Research
- National League for Nursing Accrediting Commission

Approvals

- Massachusetts Department of Education Teacher Certification Approval
- Massachusetts Board of Higher Education
- Massachusetts Board of Registration in Nursing
- Attorney General of the United States for Non-Quota Foreign Students
- Immigration and Naturalization, United States Government: J Professional Visa
- National Association of Sport and Physical Education and North American Society for Sport Management (NASPE-NASSM), Sport Management Review Council (SMPRC)

Memberships

Endicott College is a member of:

- Alpha Phi Sigma Criminal Justice Honor Society
- American Association of Collegiate Registrars and Admission Officers
- American Association of Colleges of Nursing
- American Council of Education
- American Library Association
- Association of American Colleges
- Association of Governing Boards of Universities and Colleges
- Association of Independent Colleges and Universities in Massachusetts
- Boston Area College Housing Association
- College Entrance Examination Board
- College Placement Council, Incorporated
- Commonwealth Coast Conference
- Council for the Advancement and Support of Education
- Eastern Association of Colleges and Employers
- Eastern Collegiate Athletic Conference
- Eta Sigma Delta
**Memberships (continued)**

European Council of International Schools  
Lambda Pi Eta  
Massachusetts Association of Colleges of Nursing  
Massachusetts Association of Student Financial Aid Administrators  
Massachusetts Educational Recruiting Consortium  
Massachusetts School Counselor Association  
Mortar Board National Honor Society  
National Association for College Admission Counseling  
National Association of College and University Attorneys  
National Association of College and University Business Officers  
National Association of Colleges and Employers  
National Association of Foreign Student Advisory: Association of International Educators  
National Association of Student Financial Aid Administration  
National Association of Student Personnel Administrators  
National Collegiate Athletic Association  
National League for Nursing  
National Orientation Directors Association  
National Society of Experiential Education  
New England Association for Employment and Education  
New England Association of College Admission Officers  
New England Association of Collegiate Registrars and Admissions Officers  
New England Association of Schools and Colleges  
New England Football Conference  
Northeast Association of College and University Housing Officers  
Northeast Collegiate Volleyball Association  
Northeast Consortium of Colleges and Universities in Massachusetts  
Northeast Women’s Athletic Conference  

Endicott College is a founding member of the Northeast Consortium of Colleges and Universities in Massachusetts (NECCUM). Other members include: Gordon College, Marian Court College, Merrimack College, Montserrat School of Art, Middlesex Community College, North Shore Community College, Northern Essex Community College, Salem State College, and the University of Massachusetts–Lowell.

These colleges are located in communities north of Boston within less than an hour’s drive of one another. The College’s participation in the Consortium makes available to students the resources of all ten colleges.

More than 130 program majors and concentrations are offered in these colleges, which serve over 25,000 students in day division degree programs. NECCUM sponsors a cross-registration program that opens many of these opportunities to students in each participating institution.

**Cross Registration**

Under the Cross Registration program, students at Endicott College may enroll in one course each semester at another member college. This policy greatly broadens curriculum offerings available to students. Full-time day students are eligible for this option on a space-available basis in courses not offered at the home institution and with the approval of their academic advisor and the campus Registrar. Students must provide their own transportation to other colleges.

Other activities of the Consortium include reciprocal borrowing from member libraries, sharing of plant facilities, joint purchase arrangements, and plans for interinstitutional sponsorship of faculty/student colloquia and special events programming.
Summary of Majors

Endicott College offers students the opportunity to major in a selected program of study immediately upon admission. Many students admitted to Endicott pursue their initial majors to completion. Other students come to Endicott with a desire to explore different areas of study. The College encourages this investigation and strives to assist all students in making connections across academic disciplines. Students who have yet to select a major are encouraged to explore the rich and varied academic offerings and internships offered by Endicott College and truly “discover the experience.”

Degree
A degree is the award conferred by Endicott College as official recognition for the successful completion of a program of studies. Today, Endicott offers Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Master of Education (M.Ed.), Master of Business Administration (M.B.A.), and Associate of Science (A.S.). A Bachelor degree typically takes four years to complete while studying full time. Our Master’s degree is designed to be completed in up to two years of part-time study while working.

Major
A major is required of all candidates for Bachelor degrees. A major is a specialized program of study, constituted by a focused set of courses, most of which typically are drawn from one discipline, the major discipline, but some of which may be drawn from closely related, or cognate, disciplines. The number of major and cognate courses required varies from major to major. (See the descriptions of the program requirements of the different majors.) Endicott College offers 18 majors at the baccalaureate (Bachelor) level.

Minors
A minor can be undertaken only in areas where majors already exist. Minors should be outside of a student’s major. The minimum number of credits for a minor is eighteen. Core electives and free electives can be used to satisfy minor requirements.

Minor Programs of Study

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<thead>
<tr>
<th>Studio Art</th>
<th>Education</th>
</tr>
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<tbody>
<tr>
<td>Business Administration</td>
<td>English</td>
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<tr>
<td>Communication</td>
<td>Information and Computer Technology</td>
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<tr>
<td>Criminal Justice</td>
<td>Hospitality and Tourism Administration</td>
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<td></td>
<td>Psychology</td>
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Concentrations
A concentration is a subset of a major program of study. Concentrations consist of no fewer than four courses within the major discipline and provide an interest area within most majors. For example, an Endicott student might major in Business Administration and select International Business as his or her concentration.
Academic Offerings

Master Degree Programs of Study*
- Master of Business Administration
- Master of Education

Baccalaureate Programs of Study

- Athletic Training
- Business Administration
  - Entrepreneurial Studies
  - Financial Management
  - International Business
  - Management
  - Management of Information Systems
  - Marketing
- Communications
  - Advertising
  - Journalism Studies
  - Media Production
  - Media Studies
- Criminal Justice
- English**
- Environmental Studies**
- Fine Arts
  - Creative Arts Therapy
- Global Studies**
- Hospitality and Tourism Administration
- Human Services**
- Information and Computer Technology
- Interior Design
- Liberal Studies
  - Elementary Education
  - Early Childhood Education
  - English and Creative Writing
  - Human Services
  - Law and Government
- Nursing
- Physical Education Teacher Licensure
- Psychology
- Sport Management
- Visual Communications/Graphic Design

**Effective September, 2004

The Van Loan School of Graduate and Professional Studies offers a variety of educational programs and services designed to provide adult learners in communities of the Boston metropolitan area with quality credit and non-credit courses.

Adult students enroll in Master, Bachelor, and Associate degree programs and Certificate programs, attending on a part-time basis in the evening and Saturdays during the regular academic year. Part-time students may also enroll in day classes at day rates. Admission to undergraduate degree programs is open to qualified candidates who have completed their high school education, have substantial life and work experience, and possess the skills and abilities to understand college study.

Master of Education Degree Programs

Admission to the graduate program in Education requires a Bachelor degree, in any field, from an accredited college. To be considered for admission to graduate study, candidates must submit the following credentials:

- application form and fee
- statement of professional goals
- official transcripts of all academic work
- two letters of recommendation
- official score report of the Graduate Record Examination (GRE) or a satisfactory score on the Miller Analogy Exam (except candidates for the Organizational Management degree)
- copy of all Massachusetts teacher certificates
- copy of all Massachusetts Tests for Educator Licensure.
- Graduate students seeking certification MUST pass the Communication and Literacy exam of the Massachusetts Tests for Educator Licensure (MTEL). In addition, those applicants may take no more than two three-credit graduate courses before passing the above MTEL.

For teaching licensure programs in Elementary Education, Instructional Technology, Reading & Literacy, and Special Needs, there are additional admission and graduation requirements including the successful completion of the relevant Massachusetts Tests for Educator Licensure (MTEL). The School of Graduate and Professional Studies should be contacted at 978-232-2199 or 2044 for more details regarding those requirements.

See the Programs of Study section of this catalog for complete descriptions of Endicott’s undergraduate programs.

*Information on our graduate programs is available upon request.
To be eligible for state licensure, candidates must have completed an undergraduate degree in Education or satisfied coursework to meet the current standards for Massachusetts licensure prescribed by the College faculty advisor.

Students who do not currently hold a teaching certification will need to complete additional requirements, including successful completion of the Massachusetts Tests for Educator Licensure (Communication and Literacy exam) prior to being accepted to this program.

The Master of Education in Arts and Learning is founded on the premise that art and the creative process are essential components of learning in all settings. The program utilizes an experiential, adult education model through which students become immersed in their own art experiences in order to understand how to facilitate the creative process in others. Students of varying levels of artistic involvement and expertise develop a greater understanding of the theory and practice of the creative process, and enhanced skills for utilizing the process and the arts (music, dance, drama, poetry, visual arts, and story-telling) in educational settings and in all endeavors. The program prepares candidates for classroom instruction, curriculum development, and a wide range of careers based upon the transformative effects of the creative process. The program will therefore be beneficial to certified teachers, community leaders, therapists, and others who are seeking to integrate the arts and creative processes into their work.

Students enrolled in Arts and Learning will participate in a studio-based residency in addition to engaging in research with a focus on portfolio materials. The portfolio will include curriculum and materials for immediate application in classrooms, work settings, research materials, and personal artistic experiences.

Note: The Arts and Learning program is not linked to Massachusetts certification.

Master of Education in Elementary Education (1-6) Programs: The graduate programs in Elementary Education prepare candidates to work in grades 1 through 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 36-credit Master’s program that leads to Initial licensure, 2) a 36-credit Appropriate Master’s Degree Program that leads to Professional Licensure.

Master of Education in Instructional Technology Programs: The graduate programs in Instructional Technology are based on the belief that teachers need to stay current with, and learn to use and integrate effectively, today’s instructional technology into their curriculum and the classroom environment. The programs are designed to lead to Massachusetts State Licensure as an Instructional Technology Specialist. The Master of Education programs in Instructional Technology are designed in two tracks: 1) a 36-credit program that leads to Initial Licensure and 2) a 36-credit Appropriate Master’s Degree Program that leads to Professional Licensure.

The Master of Education in Integrative Education is offered in cooperation with the Institute for Educational Studies (TIES). This program is a 36 credit M.Ed. that requires two residential colloquia and is delivered on-line via distance learning techniques. Students combine a basic set of courses as well as self-designed research and an experiential component that allows them to explore areas of interest and importance to their careers while satisfying program requirements. Interested students should call for additional details regarding schedule, tuition, computer needs, and registration.

The Master of Education in International Education is designed for teachers in American schools to meet the needs of diverse student populations in schools abroad. The program has been designed to allow teachers to simultaneously complete this degree while continuing their international work.

The Master of Education with Montessori Focus is designed for students who wish to earn a master degree while completing Montessori training in Infant Toddler or Early Childhood Education. This program is in partnership with Northeast Montessori and is delivered both on and off campus. Students meet master of education requirements in addition to Montessori theory and practice. Students integrate these Montessori studies into their degree work by producing a portfolio that demonstrates master of specific Montessori methods and creates a context for further study and research.

The Master of Education in Organizational Management is a 36 credit program designed for teachers, administrators, and professionals in all types of organizations that are facing educational reform, change in the way they currently operate, and challenges to their ability to perform in uncertain environments. The program of study addresses 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. It also deals with the development of people and processes critical to high performance schools.
and organizations and the creation and maintenance of an effective learning culture. 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 and the identification and development of competencies that are important for the achievement of classroom, school, and organizational objectives. The methods of institutionalizing, sharing, and maximizing effective instruction and learning and the forms of instructional and organizational leadership that encourage and support the new application of learning in a variety of enterprises are also emphasized.

The Master of Education in Reading and Literacy (K–12) enables candidates to become reading specialists and to meet the requirements for licensure in the Commonwealth of Massachusetts as a Teacher of Reading. We view the Teacher of Reading and Literacy as a specialist who masters the field of knowledge relative to reading and other language arts and as a consultant to the wider school community. Candidates must hold at least an initial license with at least one year of teaching experience. The graduate programs in Reading and Literacy are designed in two tracks: 1) a 36-credit program that leads to Initial Licensure as a Reading Specialist and 2) a 36-credit Appropriate Master’s Program in Reading and Literacy for candidates seeking Professional Licensure in Reading.

Master of Education in Special Needs (PreK–12) Programs: The graduate programs 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. Participants in these programs of study will develop skills in integrative curriculum design, creative supportive classroom ecology, adaptive teaching strategies, informal and formal assessment and maintaining parent partnerships. The Special Needs programs enable candidates to meet the requirements for licensure in the Commonwealth of Massachusetts as a Teacher of Students with Moderate Disabilities (PreK–12). The moderate disabilities programs (preK–8 and 5–12) are designed in two different tracks: 1) a 36-credit Masters Degree program that leads to Initial licensure, 2) a 36-credit Appropriate Master’s Degree Program for a Professional License.

The Master of Education in Training and Organizational Management in Hospitality is offered at the Glion Institute of Higher Learning in Switzerland. The program emphasizes individual and team-based teaching and learning; the development of teaching and management competencies critical to organizational objectives; the methods of institutionalizing and maximizing learning; and forms of instructional leadership applicable to a variety of enterprises.

Program Outcomes:
Students will be prepared for careers in training, education delivery, and management within the field of hotel, restaurant, and other affiliated service industries.

Specific Outcomes:
Students will be able to:
• recognize opportunities for growth, training, skill development and enhanced performance on individual, group, and organizational levels;
• act as teachers, trainers, and leaders in educational and professional environments;
• understand and utilize different methods for the transfer of skills and knowledge;
• make learning a defining characteristic of organizational culture.

Master of Education Fifth Year Program
The Master of Education Fifth Year program will begin in August, 2004. The program meets the requirements for initial licensure in Early Childhood or Elementary Education. The program is highly attractive for graduating students who desire to continue their education before embarking upon their careers.
Master of Business Administration Program

Endicott College recognizes that, as we embark upon the 21st century, the pace and scope of change in the business world is increasing. Fundamental transformations are reshaping the nature of work and the very definition of the business organization. Individuals today are being challenged in new ways such that new skills and new perspectives are required. Management education must respond to the challenge. The Endicott MBA is a response to the challenge, our philosophy captured in our motto: **Collaborative Learning for the Experienced Professional.**

Collaborative Learning Employing the Cohort Model

Building on Endicott College’s strength as a leading institution in adult learning, the MBA program employs a collaborative, team approach to teaching and learning. The cohort model is one where a group of students begins, progresses through, and completes a course of study. In the Endicott MBA program, students will be admitted in cohort groups of approximately 15-20 students. They will further break down into work teams of about five. This cohort approach creates a rich environment of peer learning and collaboration. Through this process, the cohort model emphasizes and reinforces both team-building and teamwork as critical functions of individuals and organizations. Most students can finish the program within 18 months, with classes meeting weekly.

Instructional Orientation

Through separate and integrated studies, the delivery of the program is based on the accelerated model for adult learners. Classes meet in the evening and on weekends to accommodate the schedules of working professionals. Instructors work as facilitators who employ a participatory approach to engage each student in an active learning process. Instructors bring to bear relevant traditional as well as contemporary theory and concepts for application in the context of actual situations and problems that face the students in their careers. This linkage between theory and practice is at the very heart of the Endicott College Mission.

Research Project

The Business Research Project is a group-generated, decision-based, action-oriented approach to a business and/or managerial topic, issue or problem. Spanning the entire MBA curriculum, the BRP is designed to make the MBA experience more meaningful by integrating all of the courses and topics that comprise the Course of Study. The BRP adds value to the Endicott MBA experience as students become familiar with and skilled at the processes of solving problems and meeting the challenges of the fast-paced and changing business environment.

The Accelerated Collaborative Learning Model: 4+4+2

It is important to note that each course employs a 4+4+2 model. That is, each course requires:

- Four hours of in-class instruction;
- Four hours of out-of-class collaboration among students in their sub-groups (of usually 4-5 students) and;
- Two hours of individual preparation.

The 4+4+2 Model represents a minimum guideline. Individuals and groups may need to devote more time and energy to satisfy the course requirements.

The four hours of out-of-class, sub-group collaboration is essential to this accelerated learning approach. With each course spanning just six weeks, it is critical that during this immersion, students engage in an ongoing learning process outside of the classroom. How the 4 hours of out of class time is accomplished is at the group’s discretion. Students working together in their subgroups are resourceful and creative to employ a combination of face-to-face, phone, email and fax as methods of interaction, communication and collaboration.

For more information, visit our website at www.endicott.edu/gps/mba, or call (978) 232-2199 or 2044.

Master of Business Administration Fifth Year Program

The fifth Year M.B.A. program has been designed for recent graduates with degrees in Business who wish to pursue an M.B.A. degree in a one-year, full-time experience. Courses are held in the mornings and afternoons. The program begins in late August, and students will achieve the M.B.A. degree by May of the following year. This is an excellent opportunity for students who wish to complete an intensive, one-year graduate program.

For further information on graduate programs, please refer to the Graduate Catalog and call (978) 232-2199 or 2044.
Bachelor and Associate Degree Programs and Certificate Programs

- Business Administration
- Criminal Justice
- Information Technology
- Integrated Studies
- Psychology

Summer Sessions

Two summer sessions plus a ten-week session are scheduled each year, with over 50 academic courses offered during days and evenings (see “Academic Calendar” for dates of each term). Summer courses are transferable to other colleges and universities that carry the same nationally recognizable accreditation as Endicott. Residential accommodations are available.

The Center for Leadership at Endicott College

Overview

The Center for Leadership at Endicott College (CFL) is the professional development and consulting group of the School of Graduate and Professional Studies. Center for Leadership programs include special lectures, workshops, consulting assignments, on-going seminars, and credit and non-credit certificate programs. The CFL brings practitioners and faculty members to work with manufacturing and service companies, community-based organizations, and municipalities to improve organizational, operational, and individual effectiveness. Programs are delivered at our facility at the Cummings Center in Beverly, Massachusetts, at client sites, via the Internet, and on the Endicott College campus in Beverly, Massachusetts.

Custom Developed Programs

The philosophy of the Center for Leadership is to tailor programs to the particular needs of the organization. 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, armed with an understanding of the relevant issues, the Center custom-develops a program that is most responsive to the organization’s needs. This process maximizes the likelihood for 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. Through role-plays, illustrative examples, 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 may also participate in program development and delivery.

Assessment of Prior Learning

Prior Learning Assessment is conducted through three credit courses that employ an intensive format of reflection and writing through which students use case study and narrative methods to demonstrate college-level learning that they have gained during their lifetimes. Students completing the portfolio requirements in Assessment of Prior Learning (APL 100) may earn up to 30 credits in a single semester. APL 100 acknowledges that balancing the numerous responsibilities of work, family, and school is a particularly difficult challenge. These assessment courses use many techniques to document college-level learning experiences and recognize that adults return to school for a variety of reasons. In APL 100, students organize and evaluate their past learning experiences in the context in which they were acquired. The entire portfolio is presented in a manner that reflects their individual learning styles and disciplines.
Accelerated Degree Completion Program
The Accelerated Degree Completion program combines students pursuing Bachelor degrees in Criminal Justice, Psychology, and Business Administration in interdisciplinary courses as part of a Core Curriculum balanced by courses that are specific to the individual majors.

For more information on the Accelerated Degree Completion program, please call (978) 232-2199 to request a brochure.

Online and Onsite Professional Development
Special courses designed to assist the adult student in personal growth or professional advancement are offered regularly throughout the year in both online and onsite delivery. From one-day classes in specialty topics to semester-long courses in the latest advances in a specific field, the School of Graduate and Professional Studies provides cost-effective and timely training courses. Partnership with WebEd.com, one of the nation’s leading providers of fully Internet-based professional development curricula for educators, provides students with progressive and quality-based learning options.

For complete information on the programs, policies, and procedures of the School of Graduate and Professional Studies, call (978) 232-2199 or email our offices at GPS@endicott.edu.

The North Shore Conservatory
The North Shore Conservatory is a community music school located at Endicott. Lessons are available in flute, clarinet, saxophone, violin, viola, cello, string bass, trumpet, trombone, french horn, tuba, piano, and voice. Private instruction in music subjects such as composition and music theory is available. Students may request to participate in chamber music ensembles such as duos, trios, and quartets. Our faculty members are professionally trained musicians with many years of teaching experience. During the school year, the conservatory presents a number of concerts, recitals, and special programs that are open to the public.

The Global Institute for Student Aspirations
In the summer of 2002, a Global Institute for Student Aspirations (GISA) was established at Endicott College. GISA is directed by Dr. Russell Quaglia, professor of education and internationally recognized leader in the area of student motivation and achievement. GISA is dedicated to helping students around the world to reach their dreams for tomorrow by improving teaching and learning environments today. This goal is accomplished through applied research and policy advocacy entered around the voice of students. GISA is positioned to become a leader in the development of best educational practices to raise student aspirations by establishing school-based demonstration sites around the globe, and disseminating scholarship and resources on critical educational policy issues.

GISA recognizes the need to cut through political rhetoric in educational policy circles and to get back to understanding the basic reality for students throughout the world. GISA believes that the resources needed for educational systems to capitalize on the enormous human potential represented by their students comes from within people and schools. In providing progressive policy leadership, research and resources GISA strives to stimulate professional dialogue and strengthen public awareness on critical issues such as student academic achievement, postsecondary attainment and retention, mentoring and the conditions that foster the best learning environments for students.

The goals of the Global Institute for Student Aspirations is to bring new forms of collaboration with local schools and provide teacher candidates opportunities to impact students in new ways. Specifically, Endicott faculty and students have an opportunity to work collaboratively with GISA staff on research projects, deliver national and international presentations, and author articles for professional journals. Such opportunities will support classes, independent research interests, and the senior Capstone project completed by Early Childhood and Elementary Education students at Endicott.
Endicott College recognizes the importance of providing its graduates with intercultural competencies that will prepare them both personally and professionally for life in an interdependent global community.

The Office of International Studies and Programs serves as a resource for students who wish to study abroad, for international students who are studying at Endicott’s main campus, and for the campus community.

**OPPORTUNITIES ABROAD**

**Endicott College Mexico; Mexico City, Mexico**

Endicott College’s Mexico City campus was established in 1996 to serve the need for an academic and cultural center where students from both nations can come together to share a high quality academic experience while learning from and about each other.

Two distinct programs take place on Endicott’s Mexico campus:

- Students from Mexico study their core curriculum for up to two years on the Mexico campus before transferring to Endicott’s Beverly campus to complete their degrees. Master’s degrees and accelerated Bachelor’s degrees for non-traditional aged students are also offered in Mexico. Courses are taught in English.

- Students from the U.S. and other countries can also spend a summer, a semester, or an academic year on Endicott’s Mexico campus. They may choose from language, culture, and literature courses offered in Spanish for study abroad students and from the full array of core curriculum, business, communication, art, and other classes that are offered in English.

Students studying at Endicott College Mexico may carry out their required internships in a number of prestigious international businesses and institutions located in Mexico City. In this way, they gain practical experience in their chosen fields of study.

**The College for International Studies (CIS); Madrid, Spain**

The College for International Studies, a high-quality academic center in the heart of Madrid, operates as a branch campus of Endicott College and, as such, is included in Endicott’s accreditation by the New England Association of Schools and Colleges. Its program of studies is also recognized by the Comunidad of Madrid as a foreign university program located in Spain. It is recognized internationally for its three core programs:

- American, Spanish and other international students can study up to three years of a high-quality U.S. education at CIS before transferring to the college or university of their choice in the U.S. CIS has a housing department and arranges stays with host families or assists in finding private housing. Many students who begin their studies in this program choose to come to Endicott for their last year or two of study.

- In addition, students from the U.S. can spend a summer, a semester, or an academic year studying a challenging liberal arts program in Spanish and/or in English while living with host families through CIS’s Study Abroad Program.

- CIS has also cooperative agreements with many Spanish and international companies and offers a semester-long internship program for U.S. students. This internship program provides students with a glimpse into a European working environment, something that ordinarily can be difficult for foreigners to obtain. Students in the internship program may also take up to two courses in Spanish language, Spanish Culture and Civilization, or Intercultural Communication.

**Les Roches School of Hotel Management; Bluche, Switzerland**

Les Roches School of Hotel Management, operated in cooperation with the Swiss Hotel Association, is one of the world’s most prestigious hotel schools. Through a collaborative relationship, Endicott College offers a four-year degree completion program at Les Roches for Les Roches students who wish to come to Endicott for a year to complete their baccalaureate. In addition, Endicott’s hospitality students can spend a semester or a year at Les Roches School. Students take a full program of study while living in Les Roches residence halls. The unique curriculum also allows Endicott students to spend a year at Les Roches School – six months studying and six months completing an internship.

**Le Centre International de Glion; Switzerland**

The Centre International de Glion consists of two inter-related campuses: the Glion Hotel School Montreux and the Glion Management Centre, Bulle. It is recognized internationally as one of the finest schools in the field of hospitality management. Endicott College students have the opportunity to study for a full semester at Glion. Glion students also have equivalent opportunities to study at Endicott. Study abroad arrangements are just part of a
comprehensive partnership agreement between our two institutions that includes collaborative post-graduate program development and delivery.

Other Semester or Academic Year Exchange Programs
Endicott has established relationships with institutions throughout the world, enabling students to earn academic credit for study in over thirty countries. Students can study hospitality at the International College of Tourism and Hotel Management in Sydney, Australia, or art and design at Studio Art Centers International in Florence, Italy. They may enroll in universities throughout the world through a consortium agreement with the Council on International Educational Exchange. Students can also choose from programs offered in seven countries by The School for Field Studies; in a dozen countries by Lexia International; or in over thirty countries by The School for International Training. The Office of International Studies and Programs maintains a current list of approved programs on its website, <http://www.endicott.edu/production/international/programsabroad.htm>.

Students choose appropriate programs from this list in consultation with their academic advisors and the Dean of International Studies and Programs. Applications are generally due a full semester before you plan to study abroad. Tuition for most semester-long programs is the same as tuition at Endicott. A student studying at one of the few institutions whose tuition is more than Endicott’s is charged that institution’s tuition. All students pay the actual room, board, and other fees charged by the host institution. Federal, state, and institutional financial aid travels with students on all approved programs during the academic year. Students are also charged a $300 study abroad fee and are provided with 24-hour global assistance coverage from SOS International. Information about this coverage is available on Endicott’s web page and is provided to all students upon acceptance into study abroad programs.

All questions about costs, credit transfer, financial aid eligibility, and other policies and procedures should be directed to the Dean of International Studies and Programs. You are encouraged to begin to plan for study abroad as early in your academic career as possible.

SHORT-TERM PROGRAMS

Mexican Culture and Community Service Project (HMS 387)
Each fall semester, a group of students studies themes in intercultural communication, service learning, Mexican history, and contemporary Mexican culture before spending the month of January engaged in a community service project in Mexico. Following a cultural orientation program in Mexico City, the group travels together to the city of Puebla, where students live with individual host families while completing the service project. Past projects have included painting and repairing schools, distributing holiday toys and clothing, and working with children and families in a variety of settings.

London Internship
For nearly twenty years, students from Endicott have spent the month of January exploring Britain’s rich cultural heritage while earning internship credit for their participation at individual work sites. Members of the Endicott faculty accompany students on the program.

Other Short Term Programs
Endicott operates a number of short-term programs and extended courses with international components,
especially during the month of January, which earn academic credit. These offerings vary from year to year. Applications for January programs are generally due in April of the preceding year. Information about current offerings is available on the College’s website or by contacting the Office of International Studies and Programs.

**OPPORTUNITIES ON CAMPUS**

Over 110 international students representing more than 30 countries are currently enrolled at Endicott College. The Office of International Studies and Programs is committed to creating a welcoming and supportive environment for international students and to offering services and programs that promote international awareness and understanding on campus.

The Assistant Dean of International Studies and Programs provides counseling and guidance on issues unique to the international student experience, such as cultural adjustment, academic adjustment, and federal regulations affecting international students.

Students and faculty help the Office achieve its goals through a variety of programs.

**International Peer Mentors**

The Academic Support Center and the Office of International Studies and Programs jointly administer a student-mentoring program for international students during their first year at Endicott.

Peer mentors help new international students make the transition to American college life by corresponding with them before they arrive on campus, welcoming them in person when they arrive, and helping them move into their rooms, choose classes and become familiar with the campus during orientation. After the busy first week of classes, new students continue to spend time with their mentors, exploring the many social and cultural opportunities in and around Beverly, Boston, and beyond.

**Intercultural Club**

The Assistant Dean also serves as advisor to the student-run Intercultural Club that organizes international dinners, special events, and cultural activities highlighting the diversity on campus. In recent years, the club has also organized off campus outings and service projects in the community.

**New Student Orientation Leaders**

Each semester, the Office of International Studies and Programs assists in the recruitment and training of a group of student Orientation Leaders who lead the following semester’s New Student Orientation. This group is comprised of U.S. and international students, and is responsible for assisting new students in their adjustment to Endicott College life. Orientation Leaders meet and greet new students on campus and at the airport, facilitate workshops, and coordinate a variety of social and cultural activities designed to help new students – U.S. and international – adjust to, and celebrate the diversity in, their new environment.

**International Friendship Program**

This program matches new international students with an Endicott faculty, staff, or family member who has similar interests. By sharing their favorite activities with each other, students see U.S. American culture outside of college life, and hosts have the opportunity to learn about another culture. Increased awareness and lasting friendships are often the result.
Alhambra
Alhambra is the oldest building on campus, built in 1750 by Thomas Woodbury. Originally on the site of Rogers Hall, it was moved to its present location in the 1920s by William Gordon Means. It was later used by Dr. William Amory Gardner, a founder of Groton School and nephew of Isabella Stewart Gardner who used it as a summer home.

Art Center
Built in 1962 and renovated in 2000, the Art Center houses computer labs, art studios, a lecture hall, classrooms, and offices. The central lobby is home to the J. David Broudo Gallery of Art.

Beacon Hall
Beacon Hall was part of the Ryan estate and was remodeled by Endicott in 1948 as a student recreation center, coffee shop, and bookstore. After the current Student Center was constructed, it was converted into faculty offices. It is now used as a residence hall and in summer, 2000, was renovated with an addition.

Bierkoe Center
Constructed in 1955 on land given by Mr. and Mrs. Harold F. Chalifoux, the building was named for Dr. George C. Bierkoe, co-founder, trustee, and first President of Endicott. Until 1999 it was the College gymnasium. It is the future site of the Conference Center.

Birchmont (Founder’s House)
Birchmont was built in 1959 as a trustee center and residence for the co-founders, President and Dean of Endicott, Dr. Bierkoe and Dr. Eleanor Tupper. It is now the home of the President and a meeting area.

Brindle Hall
Brindle Hall was built in 1967 on land that was part of the Sears estate. It is currently used as a residence hall. In the summer of 1993, the name was changed from East to Brindle Hall in honor of Edward Brindle, former Vice President for Business Affairs.

Brooks Hall
Named for Earl S. Brooks, D.D., noted scientist and former member of the Endicott faculty, Brooks Hall was originally the stablingman’s residence for the Gardner estate. It was acquired by Endicott in 1943 and was remodeled and converted into a laboratory in 1947. It is now used as a residence hall.

Callahan Center
The Callahan Center is a focal point for student activities. It was constructed in 1964 and houses dining facilities, health services, mail services, the Career Center, bookstore, campus pub, snack bar, Solarium, and the offices of Student Development.

College Hall
Currently used as the main administration building, College Hall was purchased from the estate of William Amory Gardner in the late 1930s. Originally it was used as a classroom building and dormitory. An office wing was built in 1959.

The Cottage
The Cottage was renovated in the summer of 1998 and is used for staff housing.

Ebinger Hall
Used as a residence hall, Ebinger Hall was built on land given by Mr. and Mrs. Harold F. Chalifoux of Beverly in 1958. It was named for F. Henry Ebinger, a local leather company owner and trustee of Endicott (1947–1972).

Endicott Hall
Endicott Hall is a 120-bed residence hall located adjacent to Brindle Hall. The three-story structure consists of suites containing two double bedrooms with a connecting private bathroom.
**The Farm House**
Built in the 1820s, the old Farm House is the one of the oldest buildings on campus. Currently the building is used as a residence hall.

**Global Institute for Student Aspirations**
This 4.5-acre oceanfront French manor estate was purchased from the Felton family in 2003. The turn of the 20th century building houses the Global Institute for Student Aspirations and the Center for Research and Evaluation.

**Grove Hall**
Grove Hall was originally part of the Sears estate. It was remodeled in 1946, in 1987, and in 1992. Currently the facility is being used as a residence hall.

**Diane Meyers Halle Library**
The Library was built originally in 1965. In 2002, an addition to the Library was constructed, which includes state-of-the-art laboratories that allow access to the Internet, World Wide Web, and email. An Academic Support Center, Internship Office, Career Center, Cyber Café, Archives/Museum and additional space for the Library collection were included in the construction project.

**Hale Hall**
Hale has been used as a classroom facility, Children’s Center, and office space. In the summer of 1998, the building was renovated as a residence hall.

**Interfaith Chapel**
The Chapel was constructed in 1979 as a nondenominational center and contains the office of the College Chaplain. In the spring of 2000, the Chapel was renovated. Scheduled services and masses are held here, as well as other College events.

**Kennedy Hall**
In 1996 a 105-bed apartment complex was constructed. Apartments have either two or three bedrooms, a bathroom, a galley kitchen, and a living room–dining room combination. In May, 2000, the apartments were dedicated and named for Trustee, the Rev. Dr. Paul Kennedy.

**The Ledge**
The Ledge, used by the staff of the Hospitality Division, is adjacent to the Farm House.

**Post Sport Science and Fitness Center**
The Center opened in September 1999. This 84,000-square-foot facility houses the Sport Science and Fitness and Athletic Training Programs. The building also includes: classrooms; training rooms; labs; offices; fitness, dance, weight and aerobic rooms; racquetball courts; locker rooms; a competition gymnasium seating 1,200; and a field house with a suspended running track and a traversing wall.

**Reynolds Hall**
The property of Reynolds Hall belonged to Herbert M. and Caroline B. Sears in 1900 and was known as Rockedge. Mr. Sears, owner of the famous schooner yacht Constellation, was a Commodore at the Eastern Yacht Club in Marblehead. In the mid 1920s it became the Kendall Hall School for Girls, operated by Mr. and Mrs. Charles B. Kendall. It was the first property purchased by Endicott in 1939, and the main building was named for Grace Morrison Reynolds, a trustee of Endicott. It is currently a residence hall.

**Rogers Hall**
Rogers Hall was built by Endicott College in 1950 as a residence hall on the original site of Alhambra. A wing was added in 1957. It was named for Marguerite Rogers, formerly head of the Secretarial Department and College Bursar.
Stoneridge Hall
Stoneridge Hall is our most recent residence hall. Each room holds two students who share a private bath. Stoneridge Hall houses 224 freshmen and sophomore students.

Tea House
Originally a play house for the families who have lived in Reynolds Hall, the Tea House is being renovated as an informal art and design center for students.

Tower Hall
Originally the stable of the Sears estate, Tower Hall was used as Endicott’s first gymnasium. In 1941 a 200-seat Theater Workshop was constructed and, in 1963, the building was renovated. Tower then served as the site of the Endicott Children’s Center. During the summer of 1998, the building underwent total renovation and is used for student housing, utilizing apartment-style design.

Townhouses
Constructed in 1988, each Townhouse has three bedrooms, a living room, dining room and kitchen. The townhouses provide transitional housing for upperclass students.

Trexler Hall
Originally the stables of the Gardner estate, Trexler Hall was acquired along with College Hall in 1939. In 1954 it was converted to a library with a small number of residence rooms. After the construction of the library in 1965 it was reconverted to a student residence. It is named for Samuel G. Trexler, D.D., an original trustee of Endicott and President of the United Lutheran Synod of New York.

Tupper Hall
Tupper Hall was purchased in 1943 from the estate of Bryce Allen, owner of Allen Steamship Lines, later part of the Canadian Pacific System. Named for Mr. and Mrs. Clarence E. (Ella G.) Tupper, parents of Dr. Eleanor Tupper, all of whom were founders and original trustees of Endicott. It is the home of the Hospitality Division and a classroom and conferencing center.

The William and Tia Van Loan School of Graduate and Professional Studies
(formerly Bullock Hall)
Bullock was originally the carriage house of the Bryce Allen estate. It was acquired by Endicott in 1943 and used for residential space. The building was renovated in 2003 and became the home of the School of Graduate and Professional Studies, which houses classrooms, computer labs, and office space.

The Village
In summer, 2000, 24 modular housing units were added on the Stoneridge property for upper division students. Each unit houses four students, with a kitchenette, living room, two bedrooms, and bathroom space.

Samuel C. Wax Academic Center
The Science wing was completed in 1969. A 550-seat Auditorium was completed in 1970 to link the Science wing to the Professional Arts wing which was completed in 1979. This facility contains classrooms, lecture halls, design and science labs, faculty offices, and a communications studio. In 1996 an addition was completed that includes expanded laboratory and office space, an atrium style lounge and a New York style Deli.

Winthrop Hall
Originally the home of John M. Thissell, Winthrop Hall is one of the oldest homes in the area. Called “Thissellwold” by Mr. Robert Grant, Jr. and his wife, the former Miss Priscilla Stackpole, and John Barry Ryan from whose estate it was purchased in 1944, it was named for Governor John Winthrop, the first Governor of the Massachusetts Bay Colony. It is currently a residence hall.
INFORMATION
Admission and
Financial Aid
**Admission**

**Discover Endicott . . .**

If you’re like most students choosing a college, you’ll find yourself eager to explore new fields, new relationships and new challenges. And if you’re like most students who choose Endicott, you’ll probably find yourself.

We offer programs that help you realize your potential as an effective learner and a successful adult, enriching your intellectual, cultural, and social maturity. So wherever you find yourself at Endicott, you’re certain to be growing, developing, and preparing for success in the world that waits for you.

Our admissions staff looks forward to assisting you in every aspect of your college search!

**Discover You . . .**

Endicott demonstrates a commitment to enrolling students from a wide geographic range as well as from all ethnic and racial heritages. When considering candidates for admission, the Admissions Review Committee looks at the entire individual. In addition to reviewing the application and the student essay, the Committee concentrates on a student’s academic record, recommendations, extra-curricular activities, and test scores, if applicable.

We welcome applications without regard to race, religion, color, disability, national or ethnic origin, age, sex, marital status, pregnancy, sexual orientation, political belief or prior military status. We give additional consideration for admission to applicants who possess unusual strengths or accomplishments.

Let our Admissions staff introduce you to the Endicott experience. We can’t wait to see who you’ll become!

**Admission Checklist**

Please submit the admission application (see pages 135–136) and a $40 non-refundable application fee to Endicott College. (Checks or money orders should be made payable to Endicott College.) For your convenience, Endicott application forms are also available on-line at the following web sites: www.endicott.edu, www.collegelink.com, www.massmentor.edu, www.nextstopcollege@collegeboard.com, www.w eapply.com, and www.petersons.com. The College accepts the Common Application.

- An official transcript of your high school record. We ask that you have your guidance counselor or principal forward this information directly to our Admissions office.
- One letter of recommendation from your guidance counselor and/or teacher. (We only require one, but we welcome more.)
- Scholastic Assessment Test (SAT) (3369) or the American College Testing Program (ACT) (1824) scores are required for admission. *(recommended, not required, for international students)*
- Please respond to an essay question located on the back portion of our Application for Admission.
- The second page of the Application for Admission form requests that you indicate the degree which you are seeking. It is very important that you indicate your intention by checking the appropriate program of study. If you wish to change the program of study you are seeking after admission, you must notify the Admission office in writing.

**Art Portfolio**

Students are encouraged to submit portfolios of their artwork for review by the School of Art and Design. Students who wish to have their art work evaluated along with their applications for admission should do the following:

Send twelve to twenty (12–20) samples of your art work in either 35mm slides or on a CD (DO NOT send originals). If sending slides, insert them into a plastic slide sheet; DO NOT send slides in a box or loose in an envelope. Please include a description of the artwork, such as medium, title, size, date, and software used.
Write a one-page statement relating why you want to study art and design at Endicott; what led to your interest in art; and which area you are interested in studying: Creative Arts Therapy, Fine Arts, Interior Design, or Visual Communications.

1. Enclose a statement releasing the College of liability in the event the work is lost;
2. Provide a self-addressed, stamped envelope for the return of your slides or CD.
3. Optional: Submit an application-specific creative assignment that addresses *The Center of the Universe*. It will be used to assess your creative thinking and problem solving abilities.
4. Send materials by January 15 to the Dean of the School of Art and Design, Endicott College, 376 Hale Street, Beverly, MA 01915

Upon receipt of the portfolio, the Dean, Department Chair and appropriate faculty will review the work. The evaluation will then be sent to the Admission Office as a supplemental assessment tool.

We advise students to submit all application materials by the deadline of February 15 for Fall admission. We may continue to accept applications thereafter, but normally our class reaches capacity by early April. We traditionally notify candidates of an admission decision within four to eight weeks. The deadline for spring semester admission is December 15.

If you decide to change your program of study after admission is offered, you must request a change in writing to the Vice President of Admission. This is necessary due to the number of positions available within each School of the College.

At Endicott, we strive to know each of our students personally. Although a tour of our campus is not required, we recommend that you phone the Admission office to schedule one and personally meet with a member of our Admission staff. This allows us to become more acquainted with you and your family while you obtain a closer look at Endicott.

We are open weekdays throughout the year from 9 a.m. to 5 p.m. and several Saturdays throughout the academic year.

Endicott College recognizes credit earned at other accredited collegiate institutions and we encourage transfer applications. If you are currently attending another college or university, but would like to transfer to Endicott, we ask that you submit an application, a letter of recommendation, an official high school transcript, and scores from either the Scholastic Assessment Test (SAT) or the American College Test (ACT) to the Admissions Office. Also, we require official transcripts from all colleges previously attended accompanied by a course catalog. Applications are processed on a plan of “Rolling Admissions” which means simply that most decisions are reached promptly following submission of the above credentials. The Registrar will evaluate the acceptability of all courses with assistance from the appropriate Dean.

Accepted transferred credits are counted as credits towards the degree but are not computed into the student’s grade point average. Semester and accumulative grade point averages reflect only courses taken at Endicott College.

A maximum of 32 credits may be transferred from accredited colleges into Associate programs. A maximum of 85 credits may be transferred from accredited colleges into the Bachelor programs. See page 49 “Transfer of Credits” for grade requirements. A minimum of 24 of the last 30 credits toward a degree must be earned at Endicott.

The College will grant credit for transfer courses with a grade of “Pass” unless there is some specific indication on the transcript that the “Pass” is minimal and equivalent to a grade of “D.”

Students may also apply for the Spring semester at Endicott following the same application procedures as required for the Fall semester. The application deadline for Spring is December 15. Due to the sequential nature of some programs, however, those students entering Endicott in the Spring may have to delay taking certain required courses in their major until the Fall.
Course exemption and/or credit may be awarded to students presenting scores from the Advanced Placement Examination of the College Entrance Examination Board. In addition, students may take advantage of the College Level Examination Program (CLEP) and receive credit at Endicott for certain basic courses. The decision to exempt a course or courses or to award credits is made by the Dean of the College.

To become a candidate for Endicott’s Bachelor degrees we request that your application be supported by the following documentation:

1. A completed official application.
2. A $40 application fee.
3. Your official high school transcript.
5. SAT or ACT scores.
6. Official transcripts from all of the colleges you have attended. Please submit course descriptions or college catalogs for the purpose of credit evaluation.

If you have graduated from Endicott with an Associate degree and would like to continue your studies towards a Bachelor degree, you should contact the Office of Admission for referral assistance to the appropriate Dean of your intended program of study. Although a grade point average of 2.0 is preferred, we strive to accommodate all students who we determine are highly motivated to continue their studies towards a Bachelor degree.

Endicott College welcomes and encourages applications from international students as well as United States citizens who have lived and studied abroad. The College recognizes that such students enrich the entire campus community with their diverse cultural backgrounds. An application for admission will be considered when the Admission Office has received the following:

1. A completed application form and a fee of $40 in United States currency.
2. Response to an essay question located on the back of the application.
3. An official transcript from the applicant’s secondary school showing all of the courses completed and the grades received. This information, as well as an explanation of the grading system used, should be translated into English.
4. A letter of recommendation from a teacher or guidance counselor.
5. Official results of the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 525 is required for students to be accepted directly into their major program of study. Students with TOEFL scores below 525 may be accepted, conditional upon participation in English as a Second Language courses. Although a score of 525 is preferred, the Admission Committee will consider an international student’s overall academic background and unique strengths and accomplishments. The TOEFL is required for all students whose native language is not English. Information regarding the TOEFL and testing sites and dates may be obtained by writing to: Test of English as a Foreign Language Box 899 Princeton, NJ 08540 U.S.A.

6. A declaration of finances indicating the applicant’s or sponsor’s ability to pay the costs required to attend college in the United States. This information is required by the United States government and will be held in strict confidence.

If you are admitted to the College, you may indicate your intention to enroll by making an enrollment and continuation deposit of $500 in United States currency. On May 1st, you will be sent an invoice for tuition, room and board, and fees for the Fall semester. Upon receipt of your payment, the I-20 form necessary for obtaining a student visa will be mailed to you, along with instructions for applying for a visa and information regarding your arrival to Endicott. For Spring semester entrants, an invoice will be sent with the offer of admission. Once payment is received, an electronic notification will be submitted to the relevant U.S. authorities and a paper copy of an I-20 form will be sent to you.
**Transfer Credit for International Students**

Endicott College has an active international student recruiting program and a yearly visitation schedule to over 100 international schools in more than 40 countries. The College recognizes college credit transferred as:

- **International Baccalaureate**: Credit will be granted on a per-course basis for final grades obtained at the Higher Level. Grades 4 to 7 will be considered for equivalent college course credit. Six credits may be granted per each completed course accepted by the College. Eight credits may be granted for courses including laboratory sections.

- **British "A" Levels**: Credit will be granted (6) for each "A" Level course completed with a passing grade.

- **Other**: French Baccalaureate course work may be submitted for college credit evaluation. This also applies to German Abitur, Swiss Maturita, Italian Maturita. Applicants will be notified of the amount of credit hours accepted.

**Orientation for International Students**

Each semester, Endicott College conducts a comprehensive orientation for all new students. Orientation includes workshops and seminars designed to prepare students for academic and social life at Endicott College. The orientation program also includes cultural adjustment workshops and a comprehensive immigration seminar specifically for international students. New Student Orientation typically begins three to four days prior to the start of classes. All incoming international students are expected to participate in New Student Orientation.

The Assistant Dean of International Studies and Programs is available on an ongoing basis to assist international students after New Student Orientation and throughout their stays at Endicott College.

**Legal Obligations of International Students**

After Endicott College offers admission to an international student, the student must obtain a visa from the United States consular office and must be admitted to the United States by the United States Immigration and Naturalization Service (I.N.S.). For the duration of your study in the United States, you are expected to meet certain legal obligations of I.N.S. as discussed in the “International Student Handbook,” which you will receive upon your arrival on campus. Maintenance of legal “student status” is the obligation of the international student. An Endicott international student who has failed to meet statutory obligations as an F-1 student will be required to apply for reinstatement by I.N.S. If the student’s failure to maintain status is willful, avoidable, or part of a pattern of deception, the student is subject to immediate dismissal, in accordance with College policy.

Endicott College is dedicated to the principle of lifelong learning. It is never too late to learn, whether a student chooses to enter a profession, advance in a career, or enrich personal life. Adult students are welcome in both the day and evening divisions of Endicott as full-time or part-time students in all programs. An adult student is defined as a student age 23 or older. Students attending on a part-time basis are charged per credit hour.

**Adult Students**
Financial Aid

Endicott’s Financial Assistance Programs

Endicott College will make every effort to insure that a quality education is available to all qualified students, regardless of income level. Financial Aid officers are available to help students and their families on an individual basis with all Financial Aid and financial planning issues.

Financial assistance is available for eligible students through both Endicott and federal and state programs. These programs allow students to use gift and self-help funds to pay for their education. More than 73% of Endicott’s students receive some form of financial aid.

To qualify for financial aid, a student must be a United States citizen or eligible non-citizen, be enrolled in an approved program, and be in good academic standing. Most of the aid programs require that a student demonstrate financial need. The family contribution is determined by submitting the Free Application for Federal Student Aid (FAFSA). Financial need is defined as the difference between the cost of education and the amount the student’s family can be expected to contribute.

Every applicant’s financial situation is evaluated carefully so that each financial aid award will accommodate a student’s particular needs. All students must reapply for financial aid each year and must maintain satisfactory academic progress to remain eligible.

Each year the College establishes grants that help deserving students augment government and private financial assistance.

Endicott Grants
Awarded on a funds-available basis to students who have demonstrated financial need.

The Presidential Academic Scholarship
Awarded annually to full-time Bachelor degree candidates, the scholarships are determined on the basis of merit. Rank in class, GPA, extra-curricular activities, and achievements on the SAT determine eligibility. Renewal of this grant is guaranteed for four years if a 3.0 GPA is maintained. Residency status may affect award value.

The Endicott Health Sciences Scholarship
Awarded to full-time students majoring in Nursing. Renewal of this scholarship is guaranteed if a GPA of 2.5 is maintained.

The Alumni Council Scholarship
Awarded annually, this scholarship is open to children of Endicott College alumni. Students may be enrolled in any major, and preference is given to children of Alumni Council members.

The J. David Broudo Scholarship
Awarded each fall to incoming, first-year Art and Design students as a gift from the former Dean of the Division of Art and Design. The Art and Design faculty selects recipients; criteria include artistic talent as evidenced in a portfolio presentation, letters of recommendation, extracurricular activities, and test scores. Students should bring to campus a high school portfolio of original art for review, when they arrive in the fall semester.

The Endicott Family Grant
If two or more students from the same immediate family are enrolled full time in the day division, a 10% reduction in tuition will be awarded to the second family member. If additional family members enroll, the third member will also be awarded a 10% reduction of tuition.

The Tupper Family Scholarship
Awarded annually to a returning student. It is named for and funded by Tupper Family Association of America, Inc. All candidates must demonstrate strong academic achievement and contribution to the College.

The Thomas A. Yawkey Scholarship
Awarded annually on the basis of academic excellence. Recipients must be graduates of a New England high school. The scholarship is open to students in all majors. Established through the generosity of Mr. and Mrs. Joseph LaCour.

The Debra Laganas ’74 Memorial Scholarship
Awarded annually, this scholarship is given on the basis of professional potential. The Laganas Scholarship is given in memory of Debra Laganas (Class of ’74) and was created by her family, classmates and friends.
The Founders’ Scholarship
Awarded annually to a student from the North Shore area. The scholarship was made available through the generosity of Dr. George Bierkoe and Dr. Eleanor Tupper, co-founders of the College.

The Helen Young Post ’52 Scholarship
Awarded annually to third- or fourth-year students majoring in Business with an emphasis in Entrepreneurship. Recipients must demonstrate scholastic achievement, community effort, and social responsibility. The scholarship was made available through the generosity of Helen Young Post, an alumna of Endicott College.

The Malden Hospital School of Nursing Alumni Scholarship
Established by the Malden Hospital School of Nursing Alumni Association to be awarded to students with exemplary academic standing majoring in Nursing.

The Shannon Leahy Memorial Scholarship
This scholarship is awarded to a returning Endicott student studying either Retail or Business and is based on academic achievement. Established by Johnny Appleseeds, Inc. of Beverly in memory of Shannon Leahy.

The Jennifer Atkinson Memorial Scholarship
This scholarship, created in memory of Jennifer Atkinson, is awarded annually to a returning student who demonstrates a desire to use his or her talents to enhance the lives of others. Students from all areas of the College are eligible to apply. Established by Joyce and Lynwood Krischke, Trustee of Endicott College.

The Jane Lang Memorial Scholarship
This scholarship will be awarded to a returning student in the Academic Support Program who demonstrates superior effort and improvement. Established in memory of Jane Lang, who was a caring and dedicated tutor in the Academic Support Program.

The Fran Alexander Endowed Scholarship
This scholarship was established to recognize a resident student from the North Shore area, majoring in education, who best exemplifies high ideals and dedication to children. Established by Fran Alexander, Trustee of Endicott College.

The Bierkoe Scholarship
This scholarship will be awarded to a student of Christian faith (preferably Lutheran) based on financial need. Established by the Foundation of Evangelical Lutheran Church in America in memory of George and Eleanor Tupper Bierkoe.

The Barbara Decker Memorial Scholarship
This scholarship is awarded yearly to a student of high character who has acted on behalf of the welfare of fellow classmates and the College. Established by the friends of Barbara Decker, Registrar and long-time employee.

The Anna Moyer Steidel and G. Theodore Steidel Scholarship
This scholarship is awarded to returning students with leadership qualities and a strong academic record. Established in memory of the parents of Nancy Steidel Desnoyers ’50.

Dolores Ouellette Scholarship
The recipient of this scholarship must demonstrate a balanced commitment to scholarship, nursing practice, and the community. Established by the Endicott Board of Trustees in honor of the founding chairperson of the Nursing program, Dolores Ouellette.

Hannah Lane and Priscilla Deacy Donahue Scholarship
Awarded annually to a second-year Nursing student who excels academically. Preference will be given to a student from the city of Malden, Massachusetts. Established by Priscilla Deacy Donahue MH ’42 and the Malden Hospital School of Nursing in memory of Hannah Lane.

Dr. Ernest Mannino International Scholarship
Established by the College to honor the founder and first director of the Office of Overseas Schools, U.S. Department of State, Washington, D.C. The scholarship is given to encourage students who seek international experience and study as part of their career goals.

James G. Zafris, Jr. Endowed Chair Scholarship
Awarded to students majoring in Business, with the recipients to be selected by the Zafris Endowed Chair Committee. One half-tuition scholarship will be offered to an incoming student. In addition, two $3,000 Zafris Scholarships are available to juniors as selected by the Zafris Committee.

The Bourke Corcoran Memorial Scholarship
Awarded annually to an Endicott student with financial need who is recognized as exemplifying the spirit of friendship, loyalty, and concern for others. Established in 1998 by the Corcoran family in memory of their son, Bourke, who was to have been a member of the Class of 2002.
The Sara O’Meara/Childhelp USA Intern Scholarship
Endicott College has established a one-semester tuition scholarship for a fourth-year student interested in working with children of abuse and neglect as part of his or her internship. Established to honor alumna Sara O’Meara ’54, co-founder of Childhelp USA.

Endicott College Community Service Scholarship
This is a competitive scholarship program for returning students who have demonstrated a special commitment to community service projects. Recipients will be required to participate in a community service project during the next academic year.

The John Jeffrey Post Scholarship
Awarded annually to one or more youth members of The Community Church of Vero Beach, Florida. Recipients are selected by The Community Church Scholarship Committee. The award will consist of financial aid for one year matching the scholarship award of The Community Church Scholarship Committee.

Coard Urban College Scholarship
Full scholarships covering tuition, room, board, and fees less any state and federal grants for selected students graduating with an Associate degree from the Urban College of Boston, Massachusetts. The recipient must be in good academic standing and have financial need.

Federal Financial Aid Programs

Federal Pell Grants
Non-repayable funds made available to students through the federal government. The individual awards for the 2003-2004 academic year range from $400-$4,050, depending upon the student’s financial need. These funds are used as the foundation of a student’s financial aid package and all applicants for aid at Endicott must apply for a Pell Grant.

Federal Supplemental Educational Opportunity Grants (FSEOG)
These grants are also based upon financial need and are awarded by the Endicott College Financial Aid Office. Priority is given to Pell Grant recipients.

Federal Work-Study Program
Provides eligible students with the opportunity for employment. A student applies for positions offered both on and off campus. The amount of a Work-Study award is determined by the Endicott College Financial Aid Office and does not appear as a credit on a student’s bill. Placement is not guaranteed.

Federal Perkins Loans
Long-term, low interest (5%) federal loans awarded and administered by Endicott. The average award for the 2003-2004 academic year will be $1,000. This loan must be repaid, but there are no interest or principal repayments on a Federal Perkins Loan for borrowers until nine months after a borrower ceases to be at least a half-time student. Upon taking this loan, a student is advised of his or her rights and responsibilities regarding payment.

Federal Subsidized Stafford Loan
Provides federally insured funds of as much as $2,625 annually for the first year, up to $3,500 for second-year students, and up to $5,500 for third- and fourth-year students. These loans are based upon financial need and are borrowed through the student’s local bank. For new borrowers, the interest rate is variable with a cap at 8.25%. Repayment begins six months after a borrower ceases to be at least a half-time student.

Federal Unsubsidized Stafford Loan
A loan program with terms and conditions very similar to Federal Stafford Loan is available to students regardless of need. Under this program, interest is the responsibility of the student while in attendance and for deferral periods.

Federal Parent Loans for Undergraduate Students (PLUS Loans)
Loan funds are available to credit-worthy parents of dependent students. This program is sponsored by the federal government and administered by local banks. These loans are not based upon financial need and parents may borrow up to the cost of attendance minus financial aid annually for each dependent student enrolled in an undergraduate school. The interest rate is variable and repayment for PLUS loans generally begins sixty days after disbursement of the loan.
State Financial Aid Programs
A state scholarship or grant is available from a number of state programs. Connecticut, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, and Vermont awarded funds that were used at Endicott. Eligible Massachusetts residents received grants of up to $2,300 for their educational expenses.

Private Loan Programs
Endicott College participates in the Family Education Loan Program (MEFA), Signature Loan, Citi Assist Loan, Key Bank Loan, and the TERI Loan Programs. The Financial Aid Office assists parents in applying for these private loans.

Endicott No-Interest Loan
Endicott College offers a no-interest loan program to a limited number of students who may not qualify for other need-based grant programs. Repayment begins six months following completion of the student’s studies at Endicott.

Payment Plans
Endicott College participates in an interest-free tuition payment plan to help make payment for college more convenient. Academic Management Services offers an opportunity to make interest-free monthly tuition payments to pay all or a portion of your education expense balance. There is no credit review and only a small application fee to enroll. Please contact the Financial Aid Office for additional information.

ROTC
Information regarding Army ROTC scholarships is available online at www.armyrotc.com. Applicants compete for four-year, three-year, or two-year scholarships (up to $17,000 per year). Many ROTC scholarships include books, and fees, as well as a monthly stipend. Endicott students participate in ROTC at nearby M.I.T. For additional information contact 978-232-2264.

To apply for any Endicott, federal, or state funds, students must follow the instructions below. Be sure to pay close attention to all deadlines.

1. In order to apply for financial aid, please visit Endicott’s website: www.endicott.edu for detailed information on Endicott’s application process.

2. Complete and forward an Endicott College Financial Aid Application. This form is available from the Office of Financial Aid or on Endicott’s website: www.endicott.edu.

3. Complete the Free Application for Federal Student Aid (FAFSA). Endicott College’s FAFSA code is 002148.
   - New Students: You may complete a paper FAFSA or complete the FAFSA on the Web through Endicott’s website.
   - Returning students: If you completed a paper FAFSA last academic year (2002-2003), a paper Renewal FAFSA will be mailed to your home in December. If you electronically completed the FAFSA on the Web, use your PIN number to access the Renewal FAFSA on the Web.

   Please provide the Office of Financial Aid with a copy of the FAFSA and worksheets A,B,C.

4. Your application may be selected for a process called Verification. If you are selected for Verification, our office will notify you and you will be required to submit your 2002 Federal Tax Return and W-2’s, your parent(s) 2002 Federal Tax Return and W-2’s if you are dependent, and the completed Verification Worksheet. Additional information may be required depending on each student’s individual situation.

5. Mail the Endicott College Financial Aid Application, copy of the Free Application Federal Student Aid (FAFSA), and other requested forms to:
   Endicott College
   Financial Aid Office
   376 Hale Street
   Beverly, MA 01915

It is essential that applicants for financial assistance fill out required forms correctly and apply on time. Students whose applications are incomplete or late may lose some forms of aid. Students must reapply for aid each year.

If you have any questions or would like additional information on the programs, please contact Endicott’s Financial Aid Office.
Costs

Fees and Charges for 2003-2004

Full-Time Students
A full-time student is defined as a student who is registered for twelve or more hours of credit per semester. Students who take credit overloads in excess of 17 semester hours of academic credit must obtain the permission of the Dean of the College, and will be charged a tuition surcharge at the rate of $514 per credit hour.

Part-Time Status
Students are permitted to enroll for up to 11 credit hours on a part-time basis. The tuition is $514 per credit hour for all non-nursing and $634 per credit hour for all nursing courses. Nursing courses are those courses that have a NU prefix. A student who has been accepted into the nursing program as a full-time student may not change to part-time status.

Students with part-time status who register for twelve credits or more will be considered to have given notice of change to full-time status and will be billed accordingly.

Enrollment/Continuation Deposit
New full-time day division students are required to pay a $500.00 Enrollment/Continuation Deposit within 30 days of acceptance to Endicott College. This one-time deposit serves several purposes. For new accepted students, the deposit initially reserves a place in the College and is refundable only until May 1st of the admission year. After May 1st, the deposit is non-refundable.

Once the student has matriculated at Endicott College, this non-interest bearing deposit will be fully refunded (less any outstanding financial obligations) upon the student’s graduation or official notification of withdrawal. Official notification of withdrawal must be made by May 1st if not returning for the subsequent fall semester and December 1st if not returning for the subsequent spring semester. Official notification of withdrawal can be by exit interview or in writing and sent to the Vice President of Administration at Endicott College. Notification after those dates will cause the deposit to be forfeited. An appeal of the forfeiture of the deposit may be made in writing to the Vice President of Administration. The deposit is also not refundable if the student participates in the room selection process and leaves residency without successfully completing the Change of Housing Status procedure as defined in the Endicott College Student Handbook.

If a student requests a leave of absence, the College will retain the deposit as a reservation to return. Written notice to change from a leave of absence status to a withdrawal must be received by the Vice President of Administration by the deadlines noted above in order to receive the refund.

This one-time deposit allows the student to register for each semester and participate in room selection each year with no additional deposits required for the entire period of enrollment if the student’s account is in good standing.

Part-time students are not required to pay this deposit. If a student is accepted as a full-time student and has paid the $500.00 deposit, and then changes to part-time status, the deposit will be forfeited if the December 1st and May 1st notification deadlines are not met. If a part-time student changes to full-time, the student will be required to pay the deposit at the time the enrollment status is changed.

Application Fee
A $40 application fee is required at the time of application in order to process your application. This fee covers the expense involved in handling the applicant’s portfolio. It is not refundable, nor is it credited to tuition charges.

Student Health Insurance
Student health insurance coverage is mandatory in Massachusetts under the Universal Health Care Law. Endicott students must have accident/illness insurance coverage. The annual fee for this coverage for 2003-2004 is $700 and is included in your July invoice.

If a student already has comparable coverage with another insurance plan, the student may waive the insurance coverage through Endicott. A waiver form will be included with the July invoice, or may be obtained through the Bursar’s office. The insurance may only be waived through the completion of the waiver form.

International students may not waive the student accident and sickness insurance unless they are covered by an embassy sponsored program. A copy of this program must be sent with the waiver form.
Graduation Fee
A graduation fee of $200 is assessed to those students who qualify for Master, Bachelor, or Associate degrees from Endicott. This assessment covers a variety of student activities associated with Commencement, including: degree audit, preparation of diploma, cap and gown, yearbook, and graduation events and ceremonies.

Annual Tuition, Room, and Board Charges 2003–2004
Annual tuition, room and board charges for the 2003–2004 academic year are as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$16,744</td>
</tr>
<tr>
<td>Housing</td>
<td></td>
</tr>
<tr>
<td>Traditional Room</td>
<td>$6,210</td>
</tr>
<tr>
<td>Expanded Traditional Room Occupancy</td>
<td>$5,210</td>
</tr>
<tr>
<td>Townhouse/Tower Apartments</td>
<td>$7,794</td>
</tr>
<tr>
<td>Kennedy Apartments</td>
<td>$7,554</td>
</tr>
<tr>
<td>The Village</td>
<td>$6,734</td>
</tr>
<tr>
<td>Single Room Supplement (optional)</td>
<td>$1,500</td>
</tr>
<tr>
<td>Board Plan Options</td>
<td></td>
</tr>
<tr>
<td>(A) Premium Meal Plan</td>
<td>$2,796</td>
</tr>
<tr>
<td>(B) Standard Meal Plan</td>
<td>$2,648</td>
</tr>
<tr>
<td>(C) Partial Meal Plan</td>
<td>$2,186</td>
</tr>
<tr>
<td>(D) Minimum Meal Plan</td>
<td>$1,552</td>
</tr>
</tbody>
</table>

Tuition bills must be paid as stipulated in order for the student to attend classes, take examinations, and participate in college affairs. All outstanding bills must be paid before graduation.

Late Fee
Tuition payments are due on August 5 for the Fall semester and January 4 for the spring semester. If payment is not received by the due dates, a one-time $50 late fee per semester will be assessed. Financial aid payments cannot be applied to your account until all required documentation is complete. It is your responsibility to make sure that the Financial Aid Office has all necessary documentation prior to tuition payment due dates. Students with outstanding tuition balances will not be permitted to attend classes or check-in to residence halls. A 1% per month interest charge is assessed to past due accounts. A late charge will be added to any payment plan payments that are five days past due.

General Curricular Fee
A $150 per semester general curricular fee is charged for full-time students, and a $100 per semester fee is charged for part-time students. This mandatory fee is required of all students.

Technology Fee
A technology fee of $192 per semester for residential students and $75 per semester for commuter students is charged to cover technology services on campus. For residential students, this fee includes twenty-four hour on-campus and local area telephone service, voice mail, e-mail, satellite TV in each residence hall room, data access to the Endicott network and Internet from each residence hall room and various locations across campus. Commuter students have e-mail, and data access to the Endicott network and Internet from home or on-campus locations. The technology fee is billed to each student at the beginning of each semester.

Endicott Gull-Card System
Dollar values may be added to an Endicott Gull-Card in the Bursar’s Office or through a value-port in the Library. The Gull-Card may be used at Endicott’s dining facilities, bookstore, vending machines, laundry machines, printers and copiers on campus. Please see the Student Life section for more information on the Endicott Gull-Card.

Other Charges and Fees (2003–2004)
Campus Vehicle Parking: $75 per year
College Learning Program: no charge
Student Support Program: $1,000 per semester (individualized tutoring; two hours a week)
Nursing Clinical Fee:
$175 per semester for full-time students; $110 for part-time students

Books and Supplies
The cost of books varies considerably depending on the number and type of courses taken per semester. Book costs generally range from $400 to $600 per year, with the first-semester cost sometimes greater than the second.
Majors in all visual art fields are responsible for individual supplies and personal equipment needed for the various courses. It is estimated that approximately $600-$700 per year should be allotted, depending on the major.

Photography students are required to have a camera that meets the following specifications: 35mm or 2 1/4 x 2 1/4 with adjustable stop and shutter speed. Students intending to take a digital photography course will be required to provide their own digital cameras; specifications vary and can be obtained directly from the Department of Visual Communications.

Interior Design students may need an additional $200 to $300 per semester for supplies.

**Payment Plans**
The College offers a payment plan through Academic Management Services (AMS). AMS charges a one-time $55 application fee, which includes life insurance on the applicant. If a payment plan is selected, tuition payments are made directly to the payment plan servicer. Payments are made over a ten-month period, with the first payment due in June, 2003 and final payment due in March, 2004. Specific information on this plan is mailed to all students or financially responsible parties and is available upon request from the Bursar’s Office.

**Financial Obligation in Case of Withdrawal**

**Notice of Withdrawal** forms may be secured from the Vice President of Administration. These forms must be completed by the student and the Vice President of Administration and returned to the Registrar of the College. The withdrawal date is established by the date of receipt by the Registrar of the written notice of the student’s intent to withdraw, or the vacating of the student’s room, whichever is later. Refunds will not be processed until the Notice of Withdrawal form is received by the Bursar.

Students who fail to attend classes during the semester will be officially withdrawn by the Registrar after three weeks of consecutive absence from classes. No refund of fees in this instance is made, barring exceptional circumstances as determined by the College. A student who is dismissed for disciplinary reasons is not entitled to a refund.

**Refunds**
Students who officially withdraw may be granted refund of tuition, room, and board according to the following refund schedule. Students who are dismissed due to disciplinary action will not be entitled to any refund.

Prior to check-in, 100% of tuition, room, and board fees are refunded minus the non-refundable place reservation deposit and the housing deposit. Students who check in to residence halls prior to official check-in will also be assessed a fee of $25 per day for board charges.

**Refund Schedule** (based on date of official withdrawal):

- Within the first week of class .....................80%
- Within the second week............................60%
- Within the third week ..............................40%
- Within the fourth week .............................20%
- Fifth week and after .................................No refund

Endicott College complies with the refund policies as outlined in the Higher Education Amendments of 1998. The refund calculation for the return of Title IV funds with a completion of less than or equal to sixty percent of the semester is as follows:

The lesser of:

- Total Title IV Aid × % of Uncompleted Semester = Unearned Aid
- OR
- Total Institutional Costs × % of Uncompleted Semester = Unearned Costs

The College will refund the credit of the lesser of Unearned Aid or Unearned Costs to the Title IV programs in the following order:

- Federal Unsubsidized Loan
- Federal Subsidized Loan
- Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG
- Other Title IV Programs

If more than 60% of the semester is completed, no Title IV funds will be returned.
Endicott College offers the Tuition Refund Insurance Plan, administered by A.W.G. Dewar Inc., which covers 100% refund of the semester fees in the event of a withdrawal due to illness or accident. The premium cost is 1% of the Tuition, Room, Board, and fees. Participating students will receive 100% of the Tuition, Room, Board, General Curricular, and Technology fees for that semester (60% for mental or emotional disorder). Enrollment forms and additional descriptive material are mailed to the student in mid-summer, prior to the start of the school year. Endicott College urges your careful consideration of this program as a means to protect your tuition investment.
DISCOVER
Student Life at Endicott
Student Development

The offices of Student Development are located in the Callahan Center. The role of Student Development is to support the academic and personal development of each student.

A staff of professionals allows students one-on-one contact with administration in an informal setting to discuss any issue. Areas of special interest are often incorporated into campus-wide programming.

Student Development is an umbrella term to describe several offices that work closely with students and groups in the areas of residence life, student activities, personal counseling, health, food service, and safety and security on campus.

Student Life

Endicott students come from diverse social, cultural and economic backgrounds, creating a multicultural experience for all students. Students from 28 states and dozens of foreign countries are currently represented on campus. A celebration of these backgrounds allows students to truly experience a variety of cultures and traditions enriching their own personal experiences.

New Student Orientation

New students and their families participate in an intensive overnight summer orientation program. The orientation is designed to meet and interact with faculty advisors, academic deans, student development staff, and fellow students. Workshops, convocation, and interactive sessions engage students and their families in academic and co-curricular activities, thus introducing new students to the academic and social expectations and standards of the College. Students also participate in placement testing and prepare for fall course selection.

Student Activities

Academic and professional growth is only part of the development of students’ talents, interests and abilities on the Endicott campus. An active student activities committee entitled CAB – Campus Activities Board – with a mission to provide social, cultural and educational programming utilizes students’ abilities in development and implementation of specific programs. Opportunities exist for students to become part of staging or participating in major concerts, dances, a movie program, talent nights, bus trips, lectures, cultural events, and much more.

Student Government

Endicott is committed to students and students’ views of matters concerning their educational experiences. Active participation in the Student Government Association (SGA) is strongly encouraged. Here a student can develop his or her leadership skills while working with other students to enhance the Endicott experience. Elected officers and senators representing each constituency of the campus serve as the coordinating and central planning body for students. Standing Committees of SGA deal with a variety of issues that are or become concerns of students. In addition, one Standing Committee serves exclusively for a variety of clubs and organizations which exist on campus. Students may establish a new club or organization on campus depending on student interest through this committee.

Leadership Programs

Endicott’s Leadership Program is a comprehensive model designed to meet the needs and interests of undergraduate students at various levels in their development. Any student can be a leader in some way or another so a variety of avenues for skills building is offered. These include teambuilding days, overnight retreats, and the LEAD Series for both emerging and experienced leaders.

Endicott Gull-Card System

The Endicott student identification card serves multiple purposes on campus. Not only does it provide access to residence halls and dining facilities, but also allows for a dollar value to be added to the card so that it becomes a cashless system for purchases on campus. Endicott’s dining facilities, bookstore, vending machines, laundry machines, copiers and printers are equipped to accept the Endicott Gull-Card. Dollar values can be added to the Gull-Card in either the Bursar’s Office or through a value-port in the Library. The Gull-Card Office is located in the Callahan Center.
Clubs and organizations are varied on the Endicott Campus, dealing with a variety of interests expressed by students. They range from academically-based areas to social clubs and community service endeavors.

- ABC (Adventure Based Council)
- Alpha Phi Sigma Honor Society
- Athletic Training Club
- CAB (Campus Activities Board)
- Campus LIFE (Living In Faith Everyday)
- Commuter Board
- Criminal Justice Club
- Dance Club
- ECVT (Endicott College Television Network)
- Endicott Arts Council
- Endicott Cheerleaders
- Endicott Investment Club
- Endicott Players (Drama Club)
- Endicott Observer (College Newspaper)
- Endicott Review (Literary Magazine)
- Equestrian Club
- Eta Sigma Delta
- Fitness Club
- Health Sciences Club
- IIDA (International Interior Design Association, Student Chapter)
- Intercultural Club
- Lambda Pi Eta
- MGBC (Mean Green Blue Crew, Sport Marketing Club)
- Mingotide (Yearbook)
- Model United Nations
- Mortar Board National Honor Society
- New England Club Managers Association – Student Chapter
- Peer Educators
- Peer Tutors Program
- Photography Club
- Power Gull Boosters
- Residence Hall Councils
- Sailing Club
- Shipmates
- Ski/Snowboard Club
- Sports Activators
- Student Alumni Association
- Student Government Association
- Student Government Association

The Health Center goal is to maintain the health and well being of the campus community. The Health Center is located in the Callahan Center. The Center provides students both direct care and appropriate referral for all types of health problems. The Center is staffed by registered nurses. Students may make appointments with specialists in the local area by contacting the Health Center. Hours are Monday through Friday from 7:30 a.m. – 5:30 pm.

The Counseling Center recognizes that each student has emotional, intellectual, physical, spiritual, relational, and professional needs. The purpose of counseling at Endicott is to address students’ needs, to provide short-term counseling on a proactive basis, to implement programming on issues relevant to college-aged students, to assist in crisis intervention, and to be a resource for referral to both on-campus and community support services.

Beginning in Fall 2004 single parents have an opportunity to participate in a three-phase program that includes their academic program of study, on campus childcare and residential components. Single parents may apply to participate in one, two or all three phases of this program as is appropriate. The program will be designed to afford single parents with a supportive environment in which to pursue a chosen field of study. Interested students must submit a separate application to Jill Sullivan, Director of the Single Parent Program, for this program in addition to the application for admission to the College.
Approximately 84 percent of Endicott students live on campus in 20 residence halls. Each residence hall offers students a unique opportunity depending on their lifestyles. Residential opportunities include modern, community-based residence halls, converted estate properties, apartments, and townhouse facilities. With residents numbering from 8 to 224, the Residential Life Program offers a special experience to the student resident.

A strong commitment to community development and the experiences of living in residence is present at Endicott. Students are required to live on campus unless they are living at home within a commutable distance. Exceptions may be granted by receiving appropriate written authorization from the Vice President of Student Development.

For most new students, the group living experience and even the experience of having a roommate is an exciting and important part of personal growth during their college years. The first year environment is an integral part in their success and retention during the next four years of their college career. There are four halls designated for First Year Students. These living/learning communities have a distinctive set of values and qualities, which support individual growth and development. These values emerge from and reinforce the finest traditions and heritage of the College. The emphasis at Endicott is on community development and individual responsibility.

To assist you in making the most of your residence experience, most halls are staffed by a trained, live-in residence director and a staff of undergraduate students called resident assistants. These staff members, in conjunction with the Director of Residential Life, are available to you to assist in adjusting to college life, to serve as campus resources and provide referrals, and to enhance your residence hall experience.

Resident students have the opportunity to participate in residence hall governance issues by being elected to Hall Council. Through these organizations students have input into reviewing and recommending residential policies and procedures. Additionally, Hall Council members provide a variety of programs for the specific residence hall and area.

These programs have been established at the College to provide each student with the opportunity for a rewarding campus experience. The residence experience is one that can truly enhance the student’s opportunity to grow, learn and share in a community of people—the best of college life!
The Endicott Athletic Department holds memberships in the National Collegiate Athletic Association (NCAA, Division III), the Eastern Collegiate Athletic Conference (ECAC), the Commonwealth Coast Conference (CCC), the New England Football Conference (NEFC), and the Northeast Collegiate Volleyball Association (NECVA). The department sponsors intercollegiate varsity teams in the following sports: Men’s and Women’s Cross Country, Football, Men’s and Women’s Soccer, Men’s and Women’s Volleyball, Women’s Field Hockey, Men’s and Women’s Tennis, Men’s and Women’s Basketball, Baseball, Softball, Men’s and Women’s Lacrosse, Men’s and Women’s Golf, an Equestrian team, and club Ice Hockey.

Endicott’s Athletic Department believes that in concert with academic pursuits, intercollegiate athletics challenge students to develop life skills. Just as Endicott’s curriculum is enhanced by the internship experience, varsity athletics give students the opportunity to form and test healthy life-long values and habits. Backed by committed coaches and faculty, Endicott athletes push themselves to realize their academic and physical potential. While winning is important, a truer measure of success is evaluating how each student athlete prepares for competition and the success, failure, and conflicts inherent in sports.

The School of Sport Science and Fitness Studies and the Student Activities Department, through their staffs, offer club activities in fitness and intramural sports. One of the unique advantages of Endicott’s size is the College’s ability and desire to respond to students’ interests. Students in the Fitness Club, for example, work out three or four times a week learning new aerobic movements and steps. In addition, club members have the opportunity to lead and choreograph the classes. Many of the students earn their NDEITA (National Dance Exercise Instructor Training Association) certification while members of the club. Other clubs offered are a Sport Marketing Club, Sport Activators Club, and Athletic Training Club. Yearly intramural and recreational events include Flag Football, Volleyball, Floor Hockey, 3-3 Basketball, Indoor Soccer, Softball, 5-5 Basketball, Arena Football, Ultimate Frisbee, Racquetball, Tennis, and Pond Hockey. Fitness activities include Step Aerobics, Kickboxing, Power Yoga, Tae Kwon Do, Butts & Gutts, Band-Tastic, Jazzercise, Abs Solutely, Women’s Self-Defense, Circuit Training, Latin Dance, and Endurance Step. Club Sports include Cheerleading Squad, Dance Team, Hockey, Sailing Club, Adventure Based Council, and Fitness Club. Student organizers are free to sponsor any event that has enough interest. For a listing of all College clubs, please see the Endicott College Handbook for Students.

Academic Policy Concerning Athletes

As a NCAA Division III member, Endicott College supports the Association’s philosophy that financial aid for all students is based on financial need or academic merit.

In compliance with the National Collegiate Athletic Association (NCAA) and Endicott College academic officials, each student athlete shall be enrolled in a minimum, full-time course of study of not less than 12 credits per semester and maintain satisfactory academic progress as specified by this Catalog for all credits attempted at all institutions attended. Cumulative grade point averages are determined only by courses taken at Endicott College.

The Richard and Helen Young Post Sport Science and Fitness Center opened in September, 1999.
Endicott College competes against other four-year, NCAA Division III teams. Endicott is a member of the Commonwealth Coast Conference (CCC), the Eastern Collegiate Athletic Conference (ECAC), the New England Football Conference (NEFC), and the Northeast Collegiate Volleyball Association (NECVA).

**Commonwealth Coast Conference:**
- Anna Maria College
- Paxton, Mass.
- Colby-Sawyer College
- New London, N.H.
- Curry College
- Eastern Nazarene College
- Quincy, Mass.
- Gordon College
- Wenham, Mass.
- New England College
- Henniker, N.H.
- Nichols College
- Dudley, Mass.
- Regis College
- Weston, Mass.
- Roger Williams University
- Bristol, R.I.
- Salve Regina University
- Newport, R.I.
- University of New England
- Biddeford, Me.
- Wentworth Institute of Technology
- Boston, Mass.

**New England Football Conference:**
- Bridgewater State College
- Bridgewater, Mass.
- Curry College
- Fitchburg State College
- Fitchburg, Mass.
- Framingham State College
- Framingham, Mass.
- Maine Maritime Academy
- Castine, Me.
- Massachusetts Institute of Technology
- Cambridge, Mass.
- Massachusetts Maritime Academy
- Buzzards Bay, Mass.
- Nichols College
- Dudley, Mass.
- Salve Regina University
- Newport, R.I.
- University of Massachusetts–Dartmouth
- North Dartmouth, Mass.
- Western New England University
- Springfield, Mass.
- Westfield State College
- Westfield, Mass.
- Worcester State College

The following additional colleges have competed recently against Endicott:

- Albany State University
- Albright (Pa.)
- American International College
- Amherst College
- Babson College
- Bates College
- Bethany College (W.Va.)
- Bowdoin College
- Brandeis
- Bridgewater State College
- Bryant College
- Buffalo State
- Castleton State College
- Central College (Iowa)
- Claremont-Mudd-Scripps (Calif.)
- Clark University
- Colby College
- Colorado College
- Connecticut College
- D’Youville (N.Y.)
- Eastern Connecticut State University
- Emory University (Ga.)
- Fitchburg State College
- Framingham State College
- Fredonia State (N.Y.)
- Gettysburg College (Pa.)
- Green Mountain College
- Gustavus Adolphus (Minn.)
- Hartwick (NY)
- Hillsdale College (Mich.)
- Kalamazoo College (Mich.)
- Keen (N.J.)
- Keene State College
- Lawrence University (Kansas)
- Lynchburg College (Va.)
- Manhattanville (N.Y.)
- Massachusetts College of Liberal Arts
- Massachusetts Institute of Technology
- Massachusetts Maritime Academy
- Middlebury College
- Montclair State (N.J.)
- Mount Holyoke College
- Mount Union College (Ohio)
- North Central (Ill.)
- Occidental (Calif.)
- Oglethorpe University (Ga.)
- Ohio Northern University
- Pomona Pitzer (Calif.)
- Piedmont College (Ga.)
- Plymouth State College
- Ramapo College (N.J.)
- Rhode Island College
- Saint Anselm College
- Salem State College
- Springfield College
- Stonehill College
- Suffolk University
- The College of New Jersey
- Trinity College
- Tufts University
- Union (N.Y.)
- U.S. Coast Guard Academy
- U.S. Merchant Marine Academy, Kings Point
- University of Maine–Farmington
- University of Massachusetts–Bostom
- University of Massachusetts–Dartmouth
- University of New Haven
- University of Rochester
- University of Southern Maine
- Virginia Wesleyan College
- Wellesley
- Wesleyan University
- Western Connecticut State University
- Western New England College
- Westfield State College
- Wheaton College
- Wilkes College (Pa.)
- Williams College
- Wisconsin–Lacrosse
- Worcester Polytechnic Institute
- Worcester State College
Academic Information

Advising

Students choose Endicott because they seek the attention that a small college offers. Most students are on a first-name basis with one or more members of the faculty, staff, and administration. Whether that person is a professor, coach, librarian, or the president, each student is known and valued as a young adult in the midst of one of the most important stages of his or her life.

A key aspect of this student-oriented approach to higher education is the relationship between students and their faculty advisors. Once students have formally enrolled in the College, the professor who acts as an individual’s advisor has the potential to play a major role in that student’s career, as an advisor and sometimes as a mentor. Advisors can provide valuable information about the College experience, from course selection and internship placement to career paths and co-curricular opportunities. An advisor can be a role model or a confidant. An advisor can help students recognize when it is time to challenge themselves and when it is time to reconsider their choices.

The student plays an important role in creating and building the advising relationship. In beginning the path towards independent decision making, students are expected to be equal partners in making their academic choices. Students are encouraged to visit their advisors frequently and to take advantage of office hours and other opportunities to meet, both formally and informally, with their academic advisors. Students are encouraged to read the College Catalog and to learn the requirements of their majors and of the Endicott College core curriculum. Lastly, they are encouraged to talk with their advisors about the choices they are making, both in and out of the classroom. Every student is encouraged to take advantage of the small-college atmosphere that makes personal advising relationships possible.

Class Designation

The following numbers of earned credits determine the student’s class designation.

- Freshman 0 – 29.9
- Sophomore 30 – 59.9
- Junior 60 – 89.9
- Senior 90 and up

Faculty Overview

Endicott is proud to have a faculty known for their teaching excellence, their experience in the working world, and their genuine care and concern for students’ well-being and success. The College takes pride in its commitment to instruction and its attentiveness to the individual needs of students.

The small size of the Endicott College student body allows the ratio of faculty to students to be just one to fourteen. Instructors get to know their students well and can advise them on a frequent basis, both in regard to classwork and career goals. Each instructor has posted conference hours and most serve as academic advisors.

General Policies and Procedures

Academic Honesty

Academic honesty is an expectation of all students. Violations of academic honesty are serious transgressions in an academic setting. Violations undermine the academic integrity and mission of the College for all members of the community.

Plagiarism is a violation of academic honesty. Plagiarism is the presentation of someone else’s words, images, or ideas as one’s own. Plagiarism includes: copying phrases, sentences, or passages from sources without quotation marks and source citations; paraphrasing or summarizing someone else’s ideas without acknowledging the source; excessive use of paraphrasing, even when sources are cited; handing in a paper that has been written by or copied from another person or source.

Plagiarism is a serious offense. A faculty member may handle plagiarism as he or she sees fit or the faculty member may refer the student’s paper to the Academic Honesty Committee for review and resolution. Plagiarism may result in failure of the course or dismissal from the College.

Cheating is a violation of academic honesty. A faculty member may handle cheating as he or she sees fit or the faculty member may refer the matter to the Academic Honesty Committee for review and resolution. Cheating on exams, tests, quizzes or any other assignment may result in failure of the course or dismissal from the College.
Unless the faculty member submits the alleged violation to the Academic Honesty Committee for review and resolution in the first instance, a student must appeal a decision of a faculty member on a violation of this policy to the Dean of the School where the violation occurred. The Dean may accept or reject the faculty member’s decision, or may simply refer the matter to the Academic Honesty Committee. The student or faculty member may appeal the decision of the Dean to the College Academic Honesty Committee for review and resolution. The Academic Honesty Committee shall review any matter referred to it and shall make its recommendations to the Vice President and Dean of the Undergraduate College. The Vice President and Dean of the Undergraduate College shall make the final decision on matters referred to the Vice President and Dean of the Undergraduate College by the Academic Honesty Committee.

Academic Policy Concerning Athletes
In compliance with the National Collegiate Athletic Association (NCAA) and Endicott College academic officials, each student athlete shall be enrolled in a minimum, full-time course of study of not less than 12 credits per semester and maintain satisfactory academic progress as specified by this Catalog for all credits attempted at all institutions attended. Cumulative grade point averages are determined only by courses taken at Endicott College.

Academic Probation and Dismissal
A student not reaching the required minimum cumulative GPA (grade point average – see explanation of grade point average and satisfactory academic progress) will be placed on Academic Probation. This means that his or her record will be reviewed by an Academic Review Committee, which may make recommendations that would, if followed, improve the student’s academic status. The Committee may also recommend dismissal.

Appealing Grades
It is the purview and responsibility of the faculty to assess student progress. Students who question grades must first meet with the individual faculty member. Appeals of faculty grade determinations are made to the faculty member’s immediate supervisor. Appeals can only be initiated due to error or other documented extenuating circumstances.

Attendance Policy
Class attendance is considered essential to attain academic objectives at Endicott College. The College encourages all students to attend all classes. Individual faculty members may establish attendance standards in their course syllabi, which become criteria for assessment and evaluation.

The College recognizes special needs arising from the subject matter and methodology of specific courses. At the first class of each semester each faculty member will announce to students any special attendance requirements for that course. These requirements will be placed on file with the Dean of the School of the student’s major.

Students who do not comply with published attendance regulations may be required to meet with their Dean and the appropriate instructor. A student who accumulates absences risks failure in the course. In extreme cases, a student may be dismissed from a course and, ultimately, from the College.

Chapter 151C: Section 2B: Absence of Student Due to Religious Beliefs
Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

Change in Program of Study
If you wish to change the program of study that you are pursuing once you are enrolled at Endicott, you must complete a change of major form available from the Registrar’s office.

Commencement Participation Policy for Undergraduate Students
A student may participate in commencement exercises prior to completion of degree requirements if they are 15 or less credits short of their degree requirements or if upon entering their last semester they meet the minimum GPA requirement and subsequently fall below that minimum in their last semester. Students may not participate if both conditions exist at the time of commencement.

Students may only participate in one Commencement Exercise per degree.
Graduation Requirements
To receive an Endicott College degree, a student must have fulfilled all program requirements, have earned the credit requirement for their major and degree, and have earned a minimum cumulative Grade Point Average (GPA) for their degree and major. Students should refer to the appropriate section in this catalog for specific information on these requirements.

Additionally, the student must complete a Graduation Application form by the designated deadlines. There is a graduation fee that must be paid at the time of application. This fee covers all Commencement activities including but not limited to: a degree audit, preparation and cost of diploma, cap, gown and hood, yearbook and all graduation events, ceremonies and receptions.

CORI Check and Drug/Alcohol Screening Policy Statement
Agencies may require students to have a Criminal Offender Records Information (CORI) check and/or agree to be subject to drug/alcohol screening prior to participation in an internship or educational experience. An agency may refuse to accept a student as a result of a CORI check or refusal to agree to drug/alcohol screening, and the College assumes no obligation to locate an alternative site and cannot guarantee the completion of degree requirements. If the agency does not pay the fee for the CORI check, the College will assume this expense during the academic year described in this Catalog.

Human Subjects Research Policy
Endicott College's Human Subject Research Policy is predicated on the belief that research by individual faculty, staff and administrators should be encouraged to advance understanding and knowledge. Research conducted by academic and administrative units of the College for the purpose of understanding the College's culture, attitudes and behaviors for institutional improvement should be authorized by the appropriate member of the President's Council. Student research for the purpose of class assignments again should be encouraged and require the approval of the instructor. Research using Endicott students is discouraged and requires the approval of the Research Review Board. Faculty are encouraged to submit research proposals involving human subjects to their peers for review. Faculty research for the improvement of instruction and self should be conducted at the direction of the faculty member. In cases where there are disagreements amongst faculty, students or administrators as to the appropriateness of research design, they are to be referred to the Research Review Board. The Research Review Board shall also review requests from external sources prior to any human subject research using Endicott students. The Research Review Board shall consider, but not be limited to: use of human subjects, topic, research methodology, and purpose. The broad policy of Endicott College on the subject is:

Endicott College is fully committed to maintaining the highest standards of ethical behavior by students, faculty, staff and administrators in all matters relating to science and scientific research. Such issues as the proper use and disposal of hazardous materials, plagiarism, falsification of scientific data, failure to obtain informed consent in research and human subjects, and inappropriate use of animals in research are all matters of great concern to the College. In addition, College research involving human or live animal subjects must meet the intent of the earlier statement.

In this regard, Endicott College has established a Research Review Board, which is also charged with investigation and making recommendations to the Provost of the College regarding any allegations of misconduct in science. This Committee operates under guidelines established by the United States Department of Health and Human Services and the American Psychological Association; a copy of these procedures may be obtained for inspection in the offices of the Provost and the Dean of Arts and Sciences.

Incomplete Grades
Incomplete grades must be made up by the end of the second week of classes in the next semester. Failure to do so will result in the grade being converted to an “F.” Extensions may be granted with the approval of the instructor and the Registrar.

International Baccalaureate Credit
Endicott College awards academic credit and/or advanced standing on a case-by-case basis to students who have participated in the International Baccalaureate program. Six credits (8 for science courses) will be awarded for grades of 4 or higher on each Higher Level Examination. A maximum of 32 credits may be awarded to students who have earned the IB diploma.

Leave of Absence
A student who wishes to interrupt academic studies for one or two semesters (excluding the summer sessions), for financial, or personal reasons, need not officially withdraw from the college. Instead, the student may take a one or two semester leave of absence by notifying the Vice President of Administration. Such a leave of absence will not affect the student’s academic standing, the program and degree requirements under which that student first matriculated. Students must receive the signatures of the Bursar, the Director of Financial Aid, a staff member of Student Development (if a resident student) and the Registrar for official processing.
Matriculation
In order to be considered a full-time student, an individual must carry a minimum course load of twelve credits in each semester. Falling below twelve credits could result in loss of residence status and/or some financial aid. Students accepted as full-time matriculants must receive permission to change their status. Forms are available from the Registrar.

Readmission
A student who withdrew from Endicott College in good standing or who took a leave of absence must contact his or her Dean to be reinstated to the College.

ROTC – Army Reserve Officers’ Training Corps
The mission of the Army Reserve Officers’ Training Corps (ROTC) is to develop, train, and commission the future officer leadership for the Army by providing instruction and training in military science subjects with a focus on leadership development. ROTC cadets take military science and leadership classes on a weekly basis at Endicott and MIT. The military science curriculum complements regular college courses, athletic participation, and extracurricular activities – it does NOT preclude such participation. Cadets are also eligible for valuable scholarships and training opportunities at Army installations and special schools.

Student Assessment
Certain benchmarks are used to provide students and the college with assessment information concerning academic progress. The following describes the assessment initiatives for all undergraduate students. Many academic programs require additional assessments and students should carefully review the academic requirements in their chosen major field of study.

Freshmen: Prior to starting classes, each student takes the Academic Profile, or a similar test of reading comprehension, conventions of written English, mathematics, and a supplemental writing sample. This assessment assists the student and the college with appropriate course placement and academic advising.

Sophomores: At the end of the second year of study, students are expected to demonstrate general academic knowledge and skills through the Academic Profile or a similar instrument. This test is used by many colleges and universities nationwide to assess the outcomes of general education (core) programs.

Juniors: Students are expected to demonstrate knowledge of critical competencies in their chosen field of study prior to undertaking a full semester internship. The “Major Field of Study” assessment is selected and administered by the faculty and academic administrators of each academic division.

Seniors: The Senior Seminar and Capstone classes require students to integrate their internship and academic experiences by researching and developing a project in an area of interest.

Transfer students, students studying at our international campuses, and undergraduate students studying in the School of Graduate and Professional Studies should consult with their Dean for further information concerning assessment requirements.

Transfer of Credits
A maximum of 85 credits may be transferred from accredited colleges into the Bachelor programs. Grades of “C” or better will be accepted and no more than 6 credits may carry a “C-” grade. A minimum of 24 of the last 30 credits toward a degree must be earned at Endicott.

Accepted transferred credits are counted as credits towards your degree but are not computed into the student’s grade point average. Semester and cumulative grade point averages reflect only courses taken at Endicott College.

For Athletic Training majors, all transfer credits in science or athletic training must carry a grade of “C+” or better. For Nursing majors, all transfer credits in science or nursing must carry a grade of "C" or better.

The College will grant credit for transfer courses with a grade of “Pass” unless there is some specific indication on the transcript that the “Pass” is minimal and equivalent to a grade of “D.”

Voucher Policy
The College issues course vouchers to site supervisors for approved services provided to Endicott students during preceptorships in Nursing or Athletic Training as well as for undergraduate student teaching and graduate level clinicals.

Course vouchers are valid for a period of two years from issuance and are redeemable for one non-credit course, one 3-4 credit undergraduate course, or one 3 credit graduate course. Vouchers are redeemable only through the School of Continuing Education and Graduate Studies. All other fees and policies of the College remain in effect.
Withdrawal from a Course
If a student drops a class during the first week of classes, no notation is made on his or her permanent record. If a student withdraws from a course before midterm, a grade of “WP” (withdrawn passing) or “WF” (withdrawn failing) is entered on the permanent record. The grade is not averaged in the GPA. If a student withdraws after midterm, a grade of “WX” (withdrawn failed) is entered. A “WX” is averaged into the GPA as an “F.” “WM” (withdrawn for medical reasons) may be given only under verified medical circumstances deemed to be appropriate by the Academic Vice President and faculty.

Withdrawal from the College
Forms for official withdrawal from the College may be obtained from the Vice President of Administration. The Vice President of Administration will assist in completing the process, including the review of alternatives available to the student. Students must receive the signatures of the Bursar, the Director of Financial Aid, a staff member of Student Development (if a resident student) and the Registrar for official processing.

Grade Point Average (GPA)
A cumulative grade point average of 1.80 is required for the Associate degree, and a cumulative grade point average of 2.0 is required to graduate with a Bachelor degree. This is calculated by giving letter grades the following numerical values:

- A = 4.0 (93-100)
- A- = 3.7 (90-92)
- B+ = 3.3 (87-89)
- B = 3.0 (83-86)
- B- = 2.7 (80-82)
- C+ = 2.3 (77-79)
- C = 2.0 (73-76)
- C- = 1.7 (70-72)
- D+ = 1.3 (67-69)
- D = 1.0 (63-66)
- D- = 0.7 (60-62)
- F = 0.0 (Below 60)
- WX = 0.0 (Withdrawn Failed)

The grade point average is determined by multiplying the grade point value by the number of credits for a given course, adding the items and dividing by the number of credits attempted.

Example:
If a student in one semester earned three “A” credits, three “B+” credits, three “C” credits, three “C-” credits and three “D+” credits:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade point value</th>
<th>x</th>
<th>credits earned</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>x</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>x</td>
<td>3</td>
<td>9.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>x</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>x</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>x</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td>36.9</td>
</tr>
</tbody>
</table>

Then: 36.9 ÷ 15 = 2.46

To recognize outstanding academic achievement, Endicott offers a number of awards and honors:

Academic Department Awards
Recognition is given to individual students for outstanding contributions to their departments and achievements within their major.

Alpha Phi Sigma
This is a national honor society for Criminal Justice students who maintain a 3.0 cumulative grade point average and a 3.2 grade point average in Criminal Justice courses.

College Honors Program
The Endicott College Honors Program recognizes the achievements of students who distinguish themselves academically while demonstrating a commitment to community service. Honors students engage in a variety of courses and activities culminating in a fourth-year honors capstone. The Honors Program is designed to afford qualified students the opportunity to undertake independent study and research above and beyond normal requirements of the major and the College.

Admission Standards
Second-year students with distinguished records are invited to participate in the Honors Program. To remain in the Program students must meet the criteria for academic achievement, leadership, and community service established by the Honors Council, which reviews the progress of students in the Program at the end of each academic year.
Program Description
Qualified students participate in a minimum of two Honors seminars. The seminars, which students help plan, enable them to explore topics of interest through readings, research, class discussions, and presentations. Fourth-year honors students pursue advanced study in their respective majors and develop honors capstone projects.

Endicott College Honors Program Scholarships
Students in good standing in the Endicott College Honors Program are eligible to compete for $2500 scholarships each year to be applied toward tuition, room, and board. Selection is based on academic achievement, leadership, community service, an essay, and the recommendations of faculty.

Cum Laude, Magna Cum Laude, Summa Cum Laude
Recognition is given at Commencement to each student who has earned a superior record of academic achievement during at least two years at Endicott. These designations of distinction are placed on the student’s degree. Summa Cum Laude: a cumulative grade point average of 3.9 - 4.0; Magna Cum Laude: a cumulative grade point average of 3.7 - 3.89; Cum Laude: a cumulative grade point average of 3.5 - 3.69.

Dean’s List
At the close of each semester, each student who attains an average of 3.5 or above, with no grade below a “C,” no withdrawal grades, and who is enrolled in a minimum of 12 credits, is placed on the Dean’s List.

Eta Sigma Delta
This is an international honor society for Hospitality students who maintain a 3.0 cumulative grade point average and a 3.2 grade point average in Hospitality courses.

Lambda Pi Eta
This is a national honor society for Communications students who maintain a 3.0 cumulative grade point average and a 3.25 grade point average in Communications courses.

Mortar Board
This is an undergraduate honor society for seniors, which recognizes exemplary students across all disciplines for scholarship, leadership and community service. Mortar Bard members are selected during their junior year based on a high-grade point average and the recommendations of student leaders and members of the faculty. Active during their senior year, they create a legacy through a community service project for the Endicott campus.

President’s Award
The President’s Award is awarded to no more than six outstanding graduates who have maintained a grade point average of at least 3.0 during a three-semester period and who have played a leadership role in at least two major campus activities.

If a student receives a grade of “F” or “D” in any course, the student may retake the course at Endicott to attempt to raise his or her grade point average. Assuming that the student earns a higher grade, the new grade replaces the previous “F” or “D” in calculating the GPA for the semester in which the repeated course is taken. The original course and grade remain on the transcript. The benefit of a repeat applies once per course. All subsequent grades for the same course will be calculated in the GPA; however, credit for the course will be granted only once.

All full-time students are required to carry a minimum course load of twelve credits in each semester. Full-time students are eligible to receive financial aid for a maximum of six semesters in an Associate degree program and twelve semesters in a Bachelor degree program. This may be affected by State and Federal regulations.

In order to continue to receive Federal, State or College funds, a student must maintain Satisfactory Academic Progress as defined below. Each student must maintain a cumulative grade point average of not less than the following standards:

<table>
<thead>
<tr>
<th>Credits Attempted*</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-16.5</td>
<td>1.50</td>
</tr>
<tr>
<td>17-32.5</td>
<td>1.60</td>
</tr>
<tr>
<td>33-49.5</td>
<td>1.70</td>
</tr>
<tr>
<td>50 to completion of an Associate degree</td>
<td>1.80</td>
</tr>
</tbody>
</table>

Repeated Courses
Satisfactory Academic Progress
or
continuation in Bachelor degree track:

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-80.5</td>
<td>1.90</td>
</tr>
<tr>
<td>81 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*Please note that “Credits Attempted” includes credits that have been transferred to Endicott College.*

Nursing students must maintain a minimum grade point average of 2.5 throughout the program.

If a student fails to maintain these standards, the student may be placed on Academic Probation or dismissed from the College. Furthermore, any student on Academic Probation who fails to remove himself or herself from probation by the conclusion of the following semester is ineligible, under Federal law, to receive any form of financial aid. It should be noted, however, that if the student believes that the failure to remove himself or herself from probation was caused by substantial extenuating circumstances, he or she has the right to appeal to the Financial Aid Committee to extend financial aid for one additional semester.

To retain the status of Satisfactory Academic Progress, a full-time student is expected to complete an Associate degree within three (3) academic years. A Bachelor degree, full-time student is expected to complete all requirements within six (6) academic years.

In compliance with the National Collegiate Athletic Association (NCAA) and Endicott College academic officials, in order to represent Endicott in varsity competition, each student athlete must be enrolled in a minimum, full-time, baccalaureate course of study of not less than 12 credits while in season and maintain Satisfactory Academic Progress as specified in the Endicott College Catalog.

The College has a policy of protecting the privacy of students in accordance with applicable law. Therefore, in compliance with the Federal Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment) the College will not release any information, to any third party, except in accordance with the provisions of the Act. Directory information may be disclosed without violating the Buckley Amendment.

The entire document concerning student records and privacy is available either at the Registrar’s Office or at the Student Development Office.

Endicott College will assist physically impaired or challenged students in their use of college facilities. In order to be better served, students with special needs are encouraged to call the ADA (Americans with Disabilities Act) Coordinator at (978) 232-2292, before coming to campus. The College has a written statement and procedures guideline on ADA standards and expectations that is available upon request from the Registrar, the Academic Support Center, or from Student Development.

Students entering the Athletic Training or Nursing Programs are required to sign a statement indicating that they have read, understand, and meet with each of the technical standards essential to their respective programs of study (with certain accommodations, if needed). Following their admission to the College, students will receive a document from the ADA Coordinator outlining the technical standards related to their programs and will be asked to sign and return the document to the College prior to enrolling in classes. Students will not be permitted to register for classes unless the signed document is on file at the College. A full description of each program’s technical standards can be obtained by contacting the appropriate department.

The Registrar sends out all academic transcripts. Students wishing transcripts to be sent should fill out a form that is available in the Registrar’s Office and on the Endicott home page under Registrar. This form must be completed each time a student wishes to send a transcript. All transcript requests must include the student’s signature. No phone requests will be accepted. The charge for transcripts is $2 per copy.
General Education
Core Requirements

The Endicott College mission is committed to the integration of liberal, professional, and experiential education. The College aspires to broadly educate its students, assuring that professional studies are complemented by the attainment of research, communication, creative, and analytic skills. The Core Curriculum is designed to challenge students with choices while assuring that courses are taken in essential academic disciplines.

The Core Curriculum for Bachelor degree students includes a minimum of 48 semester hour credits. Students take a Freshman Seminar, a Senior Seminar and Capstone Project, along with selections in Arts and Humanities, Science and Mathematics, and Social Sciences. In addition, students enrich their programs of study by choosing electives from a broad distribution of courses outside their major designations. In the Freshman Seminar, students will be introduced to inquiry-based learning skills that will provide the foundation to their four years of study at Endicott College.

Baccalaureate Degree Requirements

Course Requirements

1. Core Areas
   Students must take three courses for a minimum of 9 credits in the three following areas: Arts and Humanities, Sciences and Mathematics, and Social Sciences. The courses selected in each area must be in two or more disciplines. At least one course must be taken in both Math and Science respectively.

2. Freshman Seminar (3 credits)

3. Senior Seminar (3 credits)

4. Capstone Project (3 credits)

5. Core Electives
   Students must take four courses for a minimum of 12 credits from an approved list of courses outside their major designations. Generally, these courses will be above the 100 level.

Writing Requirement

Before graduating students must earn 9 writing credits by choosing three courses that have the writing designation. One of the courses must be at the 300 or 400 level.

Associate Degree Requirements

In exceptional circumstances, students enrolled in a Bachelor degree program may petition to receive an Associate in Science degree in Integrated Studies. The Integrated Studies program requires a minimum of 24 credits from the Core and 2 credits of Internship:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Science or Math Core courses</td>
<td>6-8 cr.</td>
</tr>
<tr>
<td>Arts and Humanities Core courses</td>
<td>6 cr.</td>
</tr>
<tr>
<td>Social Science Core courses</td>
<td>6 cr.</td>
</tr>
<tr>
<td>Core Elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Total Credits: 24-26 cr.

One writing designation course is required during the course of study.
The Internship Experience

Endicott is a pioneer in offering comprehensive internship experiences in every program of study. The founders of the College believed that students working in their intended career areas could gain practical experience, sharpen their insights, and increase their skills. In many cases students are employed after graduation at their internship sites.

Internship education at Endicott involves varied experiential learning activities which include student teaching and clinical education experiences for nursing and athletic training students. A philosophy of “learning by doing” permeates the College curriculum in which students are encouraged to integrate theory and practice in all of their studies.

The Traditional Model for Field Based Learning at Endicott

Bachelor degree candidates complete a sequence of internship courses: two one-month internships and an academic portfolio, each worth 2 credits; and one full-semester, twelve-credit internship. Associate degree students are required to complete two month-long internships for a total of 4 credits. Bachelor degree students entering Endicott College with 30 or more credits are exempt from one month-long internship. Associate degree students entering Endicott College with 15 or more credits are exempt from one month-long internship.

The month-long internships are completed in January during the freshman and sophomore years of study. The student arranges to do each internship either in his or her home locale or in another area. Prior to the internship itself, a College Internship Coordinator assists the student in developing an appropriate site. Goals for the experience and the responsibilities of the employer/supervisor, the student intern, and the College are defined and a letter of confirmation is sent to the employer.

The internship is meant to be a learning experience and not a paid position. However, certain organizations may wish or may be required to compensate students for their services. At the conclusion of the one-month internship, the supervisor completes an evaluation. Upon return to the College all students attend group conferences in which leaders and students discuss experiences and field-related trends. Additionally, students are required to keep a daily reflective journal and write a paper. Individual faculty conferences are held in February, and at that time students have an opportunity to reassess or confirm career expectations. This process allows for maximum personal and professional growth.

Internship 300, completed in January of the junior year, is a self-directed, independent study where the student builds a personal and professional portfolio. The purpose of the portfolio is the overall integration of academic coursework and internship experiences. The portfolio is used in planning the semester-long internship.

The semester-long internship within the major highlights the senior year for most Endicott students. It is a minimum 14-week full-time field based professional experience which is individually planned and closely supervised by qualified faculty members. As part of the semester-long internship, faculty make on-site visits and students participate in bi-weekly on-campus seminars designed to support experience in the field. To participate in a full-semester internship, students must have a minimum of a 2.0 cumulative grade point average. The College will assess the preparedness of each student before he or she begins the semester-long internship. The senior Capstone project is completed after the internship and it serves as a vehicle for integrating a student’s four years of college study.

Distance Internship

Students interested in completing the semester-long internship at a distance, and who cannot return to the College for bi-weekly meetings, must plan their programs of study by the Fall of the junior year. A student who wants to complete a Fall internship at a distance should take LA 400 Senior Seminar in the Spring semester of the junior year. Alternatively, a student may complete the semester-long internship during the Spring of the junior year and take LA 400 in the Fall of the senior year. A 2.5 cumulative grade point average is required.
Other Models for Internship

The structure of Internship education at Endicott is shaped by program and individual student learning objectives. Nursing and Athletic Training internship credits are earned in clinical education experiences over the course of the four-year program. Education students devote internship hours to student teaching. International Hospitality students participate in internships designed to meet their unique program needs.

Goals of Endicott College Internship Education

Through their experiences in internships students will be prepared to:

- Apply, integrate, and evaluate knowledge within a particular academic discipline.
- Develop competencies for careers and community service.
- Explore career options and gain field experience.
- Foster personal growth through increased self-confidence, interpersonal skills, an understanding of self and diverse others, and a heightened sense of ethical standards.
- Improve the ability to learn in a self-directed manner.

Traditionally, the College has successfully coordinated a London Internship Program during the month of January. Students in all majors have been placed in work settings related to their major fields of study. Students live and work in central London and are accompanied by a faculty member.

Students may request a waiver for one internship by substituting it with participation in one of several Study Tours that may be offered. These tours may be to Russia, Mexico, London, Greece, Madrid, Paris, New York, or other sites throughout the world.

The Career Center offers services, resources and educational opportunities that support students and alumni in their career planning, exploration, and job search efforts. The Career Center offers a comprehensive program to help students to understand themselves, to understand the relationship between academic experiences, internship opportunities, and career choices, to discover and develop alternatives, and, finally, to assist in the transition from college to professional life. Job fairs, graduate school information sessions, credential files, career counseling, workshops, multi-media resource materials, position announcements, an interactive web page, professional mentor network and job search assistance are just some of the services available to all students.
Division of Academic Resources

The Division of Academic Resources works collaboratively with the Endicott community to provide access to information resources and services, technology and academic support programs. These services are provided by the Academic Computer Center, the Academic Support Center, and the Library.

The Academic Technology Department

The Academic Technology Department, located in the Diane Meyers Halle Library, provides a comprehensive approach to computer 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 educational technology in their course curricula.

The Academic Technology Department is comprised of five state-of-the-art labs. Three PC labs are located in the Academic Technology Department and two Mac labs are in the Art and Design Center. The labs are equipped with the most powerful and sophisticated software 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 access to the Internet/world wide web enabling students to conduct research and to communicate with Endicott faculty, staff and facilities around the world. In addition, all students are given e-mail accounts and have the ability to send and receive e-mail. Students have access to the labs between scheduled classes both day and evening. A number of computers are also available for student use outside of the computer labs. These are located in the Library proper and in the Cyber Café. All classrooms and residence halls are connected to the network with fiber optic cable.

In addition to the computer labs, eight classrooms, one science lab, a nursing lab, and a presentation room are enhanced with computer and “smart” instruction technology. The Scangas Center for Media and Learning is the heart of the new technology initiative at Endicott College. It combines a state-of-the-art videoconferencing facility and video production capability. All Endicott College classrooms are equipped with Internet connectivity via fiber optic cable.

The Academic Support Center

The Academic Support Center, located in the Diane M. Halle Library, provides a wide-range of services to all students seeking a successful academic experience. Students are encouraged to participate actively in their learning through an understanding of the skills, strategies and techniques needed to achieve their academic goals. Various programs that focus on content instruction and study skills are offered on an individualized or group basis. In addition, a comprehensive Honors Program enables qualified students to pursue more advanced study through independent research and projects.

College Learning Program

The College Learning Program is offered free of charge and is designed to enhance the educational experiences of all students at Endicott College. Through individualized tutoring with professional and/or peer tutors, students may receive support in a variety of disciplines, either on a drop-in basis or by appointment for more long-term assistance. The College Learning Program consists of the following components:

Math Lab
Students may drop in for assistance with their math assignments or schedule weekly sessions with a professional or peer tutor as needed.

Science Lab
Individualized assistance is provided in all areas of science. Students may drop in for periodic help or schedule weekly sessions with a professional or peer tutor as needed.
Study Lab
Study skills, time management, and test-taking strategies are taught to assist students, particularly in courses that involve substantial reading and writing. Students may drop in for periodic tutoring or schedule weekly sessions with a professional or peer tutor.

Writing Lab
Students may receive assistance with all aspects of the writing process through professional and/or peer tutoring offered on a drop-in basis. Specialized tutoring for the Senior Seminar and Capstone courses is also available.

Student Support Program
The Student Support Program offers professional tutoring two hours per week to help students master course content and develop appropriate learning strategies that will enable them to be in control of their own education. Course work is closely monitored through frequent contact with faculty and consistent recording of progress.

International students in any degree program are eligible to participate in the Student Support Program. Professional tutors trained in English as a Second Language methods work with students on an individual basis two hours a week throughout the semester. Tutors focus on English language skills as well as material covered in content-area courses.

The Student Support Program is available each semester for an additional fee.

Peer Learning Services
Peer tutors are honors and qualified upper class students who are trained to teach essential academic skills such as time management, note-taking, and test-taking strategies. Peer tutors also assist students with course content difficulties. The Peer Learning Program has been nationally certified on an advanced level by the College of Reading and Learning Association. Scheduling is flexible; services are free.

Study groups are organized for a variety of classes each semester and are led by trained peer tutors in informal settings on a weekly basis. Students work together to learn and understand course material.

Intercultural Mentors Program
Intercultural mentors are recruited and trained to assist students from other countries in their adjustment to American college life. By sharing meals, going to films and athletic events, and participating in off-campus trips, intercultural mentors are an important resource for Endicott’s international students.

The Academic Foundations Program provides intermediate and advanced level coursework that focuses on the development of English proficiency within an academic context. Students work to improve their listening, speaking, reading and writing skills in order to achieve the proficiencies needed to successfully undertake coursework leading to a college degree. In addition to developing language skills, students learn about American culture and are introduced to the study skills and concepts associated with a variety of academic disciplines. The overriding goal of the program at Endicott College is to ease the transition to content area courses and to help students effectively complete their degree requirements.

Placement
Students whose TOEFL scores are below 525 are accepted to the College on condition that they participate in the Academic Foundations Program. Before classes begin students are tested using a writing sample to determine appropriate placement in both English and core curriculum courses.
Courses of Study
Students take a combination of English and core curriculum courses as specified below. For each of the core curriculum courses undertaken, students are required to participate in a two-hour study group which will focus on the terminology, concepts, and assignments covered in the content course. All credits with the exception of those earned in Academic Writing I and II are applicable toward the degree.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 023</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ENG 038</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>HST 101</td>
<td>3</td>
</tr>
<tr>
<td>(English for Western Civilization tutorial required)</td>
<td></td>
</tr>
<tr>
<td>Core Elective</td>
<td></td>
</tr>
<tr>
<td>LA 101</td>
<td>3</td>
</tr>
<tr>
<td>Readings in the Liberal Arts I</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 023</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ENG 038</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>LA 102</td>
<td>3</td>
</tr>
<tr>
<td>Readings in the Liberal Arts II</td>
<td></td>
</tr>
<tr>
<td>PSY 100</td>
<td>3</td>
</tr>
<tr>
<td>(English for Psychology tutorial required)</td>
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</tr>
<tr>
<td>REL 104</td>
<td>3</td>
</tr>
<tr>
<td>World Religions</td>
<td></td>
</tr>
<tr>
<td>(English for World Religions tutorial required)</td>
<td></td>
</tr>
</tbody>
</table>

The Diane Meyers Halle Library and its computer labs provide information resources to the Endicott College community. In cooperation with the Academic Technology Department, the Library also serves as the campus information technology center. The Library’s on-line catalog serves as a gateway to both the Library’s holdings and to global resources via the Internet. Our membership in NOBLE (North of Boston Library Exchange), a consortium of academic and public libraries, provides direct access to over three million items held by member institutions. The Library’s electronic resources include a variety of full-text periodical and newspaper databases, which index over 15,000 periodical titles with over 10,000 available in full-text electronic format. The Library and the Academic Technology computer labs housed in the Library also provide access to the boundless resources available over the Internet. Access to this information is also available from residence halls and offices via the campus network as well as remotely. Daily delivery service among NOBLE member libraries expedites the transfer of material owned by those libraries and requested by members of the Endicott community. On-site reciprocal borrowing privileges are also available.

The Library supports the curriculum with a collection of 120,000 volumes and 300 periodical subscriptions, the online resources mentioned above, numerous titles on microfilm microfiche, and various media and audio-visual resources. The Library’s staff provides both individual assistance and group instruction to assist students with their current research and information needs and to develop information literacy skills that will facilitate lifelong learning.
Endicott College offers students the opportunity to major in a selected program of study immediately upon admission. This section of the Catalog outlines the different degrees, majors, and concentrations offered by the College.

Many students admitted to Endicott pursue their initial majors to completion. Other students want to explore different areas of study. The College encourages this investigation and strives to assist all students in making connections across academic disciplines. Students who have yet to select a major are encouraged to explore the rich and varied academic offerings and internships offered by Endicott College and truly “discover the experience.”
The mission of the School of Art and Design is to provide students with the historical and aesthetic awareness, perceptual and conceptual ability, technical skills, and humanistic perspective necessary for successful careers as professionals in the visual arts. Deeply woven within this philosophy is the concept of applied learning, linking studio experience with practical application. The School of Art and Design’s degree programs meet the rapidly changing demands of the professional art and design fields. Students have many opportunities to develop their creative and technical abilities within the course offerings of the various programs. Creative and critical thinking skills are a focus in all courses. We ask our students to pay attention to their own process of learning so that they better understand the source of their creativity. They are asked to interrelate this growing awareness with a broader understanding of the history of art and design and to apply this understanding to their studies. One of the goals of the faculty is to enable students to find fulfillment in their own creative work. As students progress through the program, they will develop the technical skills required to become professionals in their chosen program of study.

The programs are designed to allow students a high degree of flexibility. People who are fluent in many media will be in high demand as the digital world moves toward requiring more creative generalists. The School provides a variety of offerings and experiences that prepare students to meet that need. Among the growing opportunities that Endicott offers are courses in music, drama, and cross-divisional opportunities in media production, advertising, digital video design, and interior architectural design.

Submitting a Portfolio

Students are encouraged to submit portfolios of their artwork for review by the School of Art and Design. Students who wish to have their artwork evaluated along with their applications for admission should do the following:

Send 12–20 samples of your art work as 35mm slides or on a CD (do not send originals). If sending slides, insert them into a plastic slide sheet, do not send slides in a box or loose in an envelope. Please include a description of the artwork, such as medium, title, size, date, and software used.

Write a one-page statement relating why you want to study art and design at Endicott; what led to your interest in art; and which area you are interested in studying: Creative Arts Therapy, Fine Arts, Interior Design, or Visual Communications.

1. Enclose a statement releasing the College of liability in the event the materials are lost.
2. Provide a self-addressed, stamped envelope for the return of your slides or CD.
3. Optional: Submit an application-specific creative assignment that addresses The Center of the Universe. Please do not call the College for guidance regarding this assignment as it will be used to assess your creative thinking and problem-solving abilities.
4. Send materials by January 15 to the Dean of Art and Design, Endicott College, 376 Hale Street, Beverly, MA 01915

Upon receipt of the portfolio, the Dean, Department Chair, and appropriate faculty will review the work. The evaluation will then be sent to the Admission Office as a supplemental assessment tool.

FINE ARTS

Programs of Study

BACHELOR OF FINE ARTS

The four-year Bachelor of Fine Arts program is designed to develop the student’s artistic interests and strengths, with the flexibility to move into various fields with ease. As part of a strong emphasis in studio art, the program of studies focuses on a curriculum with a core requirement that includes courses such as Foundation Seminar, 2-D Design, and 3-D Design, Drawing and Composition, Introduction to Computer Graphics and Photo Imaging, Painting, and the History of Art. This foundation helps the student to understand and develop a facility with visual language and visual problem solving. The General Education Core Requirements are seen as an important part of the student’s education and are integrated into the BFA program at Endicott.

In the first semester, the required core is similar for all art and design students. There is some variation in the second semester depending upon the student’s area of interest. For the remaining three years, the student selects courses in one of these areas:

Creative Arts Therapy

Fine Arts (Studio Art): Photo Imaging, Painting, Drawing, and Ceramics

Visual Communications: Graphic Design and Photo Imaging

The total credits required by the BFA program is 126–128, with a strong emphasis on studio art.

The internship program, unique to the curriculum at Endicott College, provides hands-on experience in a chosen field. Internship experiences may result in positions being offered to students after graduation.

Students are responsible for the cost of traditional art materials and certain computer supplies.
# Bachelor of Fine Arts: Core Program

## CURRICULUM REQUIREMENTS

Required of all B.F.A. programs  
Total Credits Required: 126–128

### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101 *</td>
<td>3</td>
</tr>
<tr>
<td>ART 102 *</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>3</td>
</tr>
<tr>
<td>ART 106</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>3</td>
</tr>
<tr>
<td>ART 123</td>
<td>3</td>
</tr>
<tr>
<td>INT 100</td>
<td>2</td>
</tr>
<tr>
<td>LA 100 *</td>
<td>3</td>
</tr>
<tr>
<td>VC 105</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>* Arts and Humanities Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 201 Painting</td>
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</tr>
<tr>
<td>ART 205 3-D Design I: Foundations</td>
<td>3</td>
</tr>
<tr>
<td>INT 200 Internship II</td>
<td>2</td>
</tr>
<tr>
<td>PHT 106 Introduction to Photo Imaging</td>
<td>3</td>
</tr>
<tr>
<td>Art Electives</td>
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<tr>
<td>Concentration / Major Course</td>
<td>3</td>
</tr>
<tr>
<td>* Science Core Requirement</td>
<td>4</td>
</tr>
<tr>
<td>* Math Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>* Social Science Core Requirements</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 300 Problems of Aesthetics</td>
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</tr>
<tr>
<td>ART 302 Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>* Core Electives</td>
<td>6</td>
</tr>
<tr>
<td>Concentration / Major Courses</td>
<td>9</td>
</tr>
<tr>
<td>* Science or Math Core Requirements</td>
<td>3–4</td>
</tr>
<tr>
<td>* Social Science Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Art History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31–32</strong></td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 482 Semester Internship</td>
<td>12</td>
</tr>
<tr>
<td>ART 490 * Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>LA 400 * Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>* Core Electives</td>
<td>6</td>
</tr>
<tr>
<td>Concentration / Major Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

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# Bachelor of Fine Arts in Fine Arts (Studio Art)

Fine Arts (Studio Art) students explore a wide range of experiences through a studio-oriented program of study. The courses emphasize the concepts of visual and critical thinking and to develop technical skills. The flexibility of the curriculum allows the student to design and/or combine several areas of studio interest into an individually structured program with a Fine Arts emphasis.

### Recent Fine Arts Internship sites include:
- Granby Public Schools, Granby, Conn.
- The Parrish Art Museum, Southampton, N.Y.
- The Society of Arts and Crafts, Boston, Mass.

Fine Arts (Studio Art) majors must take the Bachelor of Fine Arts Core Program and a minimum of 24 credits in additional studio art courses, which may include:

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 121 Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 207 Color Theory and Light</td>
<td>3</td>
</tr>
<tr>
<td>ART 241 Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 250 Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 304 Advanced Painting I</td>
<td>3</td>
</tr>
<tr>
<td>PHT 306 Photo Experimenting Still Imaging</td>
<td>3</td>
</tr>
<tr>
<td>VC 404 Imagination and Creativity</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives in Other Areas

- Creative Arts Therapy
- Drama
- Graphic Design
- Interior Design
- Music
- Photo Imaging

### Studio Art Minor

Students must complete a minimum of six courses, 18 credits as follows:

### Freshman Year

- Fall: ART 105 Drawing and Composition I
- Spring: ART 123 Foundation Seminar

### Sophomore Year

- Fall: Studio Art Course, selected from below
- Spring: Studio Art Course, selected from below

### Junior Year:

- Fall: Studio Art Course, selected from below
- Spring: ART 404 Imagination and Creativity

### Studio Art Options:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 121 Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 201 Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 202 Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ART 207 Color Theory and Light</td>
<td>3</td>
</tr>
<tr>
<td>ART 212 Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 215 Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 222 Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 230 Time-Based Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 241 Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 250 Printmaking</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Fine Arts in Visual Communications

Visual Communications allows the student to build a program from courses in art, digital media, graphic design, multi-media and photography. Students will explore typography, interactive media, photo-imaging, web design, animation, video graphics, theory, and history. The program is digitally based to aid the student in developing the computer skills and theoretical knowledge necessary to communicate visual information in today's electronic work environment.

Recent Visual Communications Internship sites include:
- The Boston Phoenix, Boston, Mass.
- Hallmark Imaging, Inc., Turners Falls, Mass.
- Hill Holiday, Boston, Mass.
- Marie Claire Magazine, New York, N.Y.
- Mullen Advertising, Wenham, Mass.
- Sadie Dayton Photography, Malden, Mass.

Visual Communications majors must take the Bachelor of Fine Arts Core Program and a minimum of 24 credits in Visual Communications designated courses, which may include:

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC 115</td>
<td>3</td>
</tr>
<tr>
<td>VC 203</td>
<td>3</td>
</tr>
<tr>
<td>VC 301</td>
<td>3</td>
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<tr>
<td>VC 303</td>
<td>3</td>
</tr>
<tr>
<td>VC 304</td>
<td>3</td>
</tr>
<tr>
<td>VC 310</td>
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</tr>
<tr>
<td>VC 330</td>
<td>3</td>
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<tr>
<td>PHT 203</td>
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<td>PHT 301</td>
<td>3</td>
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<tr>
<td>PHT 304</td>
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</tbody>
</table>

Bachelor of Fine Arts in Creative Arts Therapy

The image and concept of personal wholeness and integrity, as articulated in and through the creative process of making art, guides Creative Arts Therapy as a professional practice. The program endorses the belief, as published by the American Art Therapy Association, that “the creative process involved in the making of art is healing and life enhancing.” This program of study combines a studio curriculum with the study of therapeutic aspects of the art experience and theories of psychology.

Creative Arts Therapy is a program for artistically talented students who want to apply their creativity for the benefit of others in need.

Recent Creative Arts Therapy Internship sites include:
- Dana Farber Cancer Institute, Boston, Mass.
- Maine General Medical Center, Waterville, Me.
- National Institute of Mental Health, Bethesda, Md.
- Saint Francis House, Boston, Mass.
- Stepping Stones Adult Treatment Center, Boston, Mass.

Creative Arts Therapy students must take the Bachelor of Fine Arts Core Program and the following courses:

<table>
<thead>
<tr>
<th>Electives</th>
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<tbody>
<tr>
<td>ART 110 Cultural and Historical Perspectives of Creative Arts Therapy</td>
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</tr>
<tr>
<td>ART 209 Creative Arts Therapy Studio I</td>
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</tr>
<tr>
<td>ART 309 Creative Arts Therapy II</td>
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<tr>
<td>ART 310 Cross Cultural Practices of Creative Arts Therapy</td>
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<tr>
<td>ART 330 Integrating Theory and Practice in Creative Arts Therapy</td>
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<tr>
<td>PSY 100 General Psychology</td>
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</tr>
<tr>
<td>PSY 310 Abnormal Psychology</td>
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</tr>
<tr>
<td>PSY 335 Theories of Counseling</td>
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</table>
DESIGN
Program of Study

BACHELOR OF SCIENCE IN INTERIOR DESIGN

The Department of Interior Design at Endicott College offers a four-year professional learning experience for students seeking professional practice in the design of interior architectural environments. The Department’s goal is to provide students with the problem-solving abilities and creative design skills to achieve success as the next generation of interior design professionals. The baccalaureate degree program is accredited by FIDER (Foundation for Interior Design Education and Research).

The Department employs an interdisciplinary approach to problem solving in the interior architectural environment. The curriculum presents history of art, architecture, and interior design; a design sequence that incorporates human experience and factors, techtonics, sustainability, Universal Design, and business principles; with an integral internship component. The Internship Program in Interior Design prepares students to meet the challenges of an emerging field and see first hand the integrated components that form the interior environment. Use of technology is essential to the program.

Students in the Department can join the IIDA (International Interior Design Association) Student Chapter at Endicott College, allowing a direct connection to the professional design community.

Graduates of the baccalaureate program are qualified to join Interior Design professionals and undertake diverse project types. They are eligible to sit for the NCIDQ (National Council for Interior Design Qualification) Exam to achieve Interior Design Certification recognized in 22 U.S. states.

Recent Interior Design Internships include:
Jung Brannen Associates, Boston, Mass.
Siemasko & Verbridge, Beverly, Mass.
Tai Soo Kim Partners, Architects, Hartford, Conn.

Bachelor of Science in Interior Design
CURRICULUM REQUIREMENTS
Total Credits Required: 126–128

<table>
<thead>
<tr>
<th>Freshman</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Art in Society: Prehistory to 1400 3</td>
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<tr>
<td>ART 102</td>
<td>Art in Society: 1400 to the Present 3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Drawing and Comp I 3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Foundations of Design 3</td>
</tr>
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<td>ID 101</td>
<td>Introduction to Interior Design 3</td>
</tr>
<tr>
<td>ID 102</td>
<td>Interior Design Studio I 3</td>
</tr>
<tr>
<td>ID 103</td>
<td>Media I: Drafting 3</td>
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<tr>
<td>INT 100</td>
<td>Internship I 2</td>
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<tr>
<td>LA 100</td>
<td>* Freshman Seminar 3</td>
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<tbody>
<tr>
<td>ART 217</td>
<td>History of Architecture and Interior Design I 3</td>
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<tr>
<td>ART 218</td>
<td>History of Architecture and Interior Design II 3</td>
</tr>
<tr>
<td>ID 200</td>
<td>Construction and Materials I 3</td>
</tr>
<tr>
<td>ID 201</td>
<td>Interior Design Studio II A 3</td>
</tr>
<tr>
<td>ID 202</td>
<td>Interior Design Studio II B 3</td>
</tr>
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<td>ID 206</td>
<td>Construction and Materials II 3</td>
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<tr>
<td>ID 208</td>
<td>Media II: Rendering 3</td>
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<tr>
<td>ID 220</td>
<td>Introduction to CAD and Technology 3</td>
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<td>ID 230</td>
<td>CAD (3-D) 3</td>
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<td>INT 200</td>
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<tr>
<td>ID 300</td>
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<tr>
<td>ID 301</td>
<td>Interior Design Studio III A 3</td>
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<tr>
<td>ID 302</td>
<td>Interior Design Studio III B 3</td>
</tr>
<tr>
<td>ID 304</td>
<td>Media III: Advanced Rendering (3-D) 3</td>
</tr>
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<td>ID 307</td>
<td>Construction and Materials III 3</td>
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<tr>
<td>ID 308</td>
<td>Construction and Materials IV 3</td>
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<td></td>
<td>* Science or Math Core Requirement 3–4</td>
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<td>* Core Elective 3</td>
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<tr>
<td>ID 403</td>
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<td>ID 480</td>
<td>Semester Internship 12</td>
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<td>ID 490</td>
<td>* Capstone Project 3</td>
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<tr>
<td>LA 400</td>
<td>* Senior Seminar 3</td>
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<td></td>
<td>* Core Electives 9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>Credits</th>
</tr>
</thead>
</table>

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.
School of Arts and Sciences

Arts and Sciences division majors are designed to offer both breadth and depth, combining the advantages of a liberal arts education with practical experience in the world of work. Through the Arts and Sciences students learn to think independently, develop problem-solving skills and communicate effectively. Learning about the world through literature, psychology, languages, the sciences and other academic disciplines enables the student to excel in any career field. This intellectual flexibility is an asset in today’s world, especially since most people enter three separate career fields in the course of a lifetime.

Hands-on experience through internships offer Arts and Sciences majors distinct academic and professional advantages. Students interested in psychology or human services experience work in a variety of social service settings; examples include telephone hotlines, probation and social work agencies, drug rehabilitation centers, nursing homes, schools serving children with special needs, centers for victims of domestic abuse, and more. Those interested in writing do so at newspapers or in publishing firms. All levels of government welcome interns interested in criminal justice, history and political science. Medical settings ranging from hospitals to public health clinics have been rewarding internship sites for those interested in the sciences. Professional and internship opportunities are limited only by the imagination of the student.

Effective September 2004, the concentrations in English and Human Services will be enhanced enabling students to major in those areas.

Also beginning in the fall of 2004, the College will be offering two new majors – one in Environmental Studies and a second in Global Studies. Courses in Environmental Studies will include fieldwork, environmental science, politics, and health. The Global Studies major will enable students to look critically at the issues facing nations today and to engage in varied study abroad experiences.

CRIMINAL JUSTICE
Program of Study

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

Criminal Justice is a multidisciplinary academic program that educates students to be critical thinkers while imparting a comprehensive understanding of the operation and impact of the criminal justice field. The Criminal Justice degree embraces the broad scope of the criminal justice discipline. The core courses in the major allow students to study: the criminal justice process; causes of crime and its impact; law enforcement systems; legal adjudication procedures and systems; and the correctional field. The degree follows the Academy of Criminal Justice Sciences’ Standards for Criminal Justice Education and meets the standards of the Commonwealth of Massachusetts Quinn Bill.

The internships are directed at the practical application of the academic experience. Internships are utilized to provide the student with hands-on experience and practical knowledge within the criminal justice system. The combination of coursework and internships provide the student with a superior education necessary for success as a member of the criminal justice system.

Examples of internship include:
- Probation Offices
- Private Security
- District Attorneys’ Offices
- Crime Victims Advocates Offices
- Marine Patrol
- Municipal Police Departments
- State Police Training Academy
- Crime Labs
- Halfway House
- Juvenile Care Facilities
- ATF – Alcohol, Tobacco, and Firearms
- Federal Law Enforcement Training Center
- Department of Social Services
- Massachusetts State Police Arson and Bomb Squad
- Department of Youth Services
- Correctional Facilities
- Connecticut State Police
- FBI – Federal Bureau of Investigation
Bachelor of Science in Criminal Justice

Curriculum Requirements
Total Credits Required: 126–128

Freshman Credits
Course Credits
CJ 100 Introduction to Criminal Justice 3
CJ 151 Criminal Law 3
INT 100 Internship I 2
LA 100 * Freshman Seminar 3
PSY 100 * General Psychology 3
SOC 101 * Introduction to Sociology 3
* Arts and Humanities Core Requirement 3
* Core Elective 3
Free Electives 6
* Science and Math Core Requirement 3–4

Total Credits: 32–33

Sophomore Credits
Course Credits
CJ 200 Criminology 3
CJ 205 American Court System 3
CJ 210 Police Process 3
CJ 215 Corrections 3
INT 200 Internship II 2
* Arts and Humanities Core Requirement 3
* Core Elective 3
Free Electives 9
* Science and Math Core Requirement 3–4

Total Credits: 32–33

Junior Credits
Course Credits
PSY 301 Statistics for the Social Sciences 3
PSY 302 * Research Methods 3
* Arts and Humanities Core Requirement 3
* Core Elective 3
Criminal Justice Electives 6
Free Electives 9
* Science and Math Core Requirement 3–4
INT 300 Portfolio 2

Total Credits: 32–33

Senior Credits
Course Credits
CJ 480 Semester Internship 12
CJ 490 * Capstone 3
LA 400 * Senior Seminar 3
Criminal Justice Electives 3
* Core Elective 3
Free Electives 6

Total Credits: 30

*Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

Criminal Justice Minor

Students are required to take a minimum of eighteen credits in Criminal Justice as follows:

Course Credits
CJ 100 Introduction to Criminal Justice 3
Three 300-400 level Criminal Justice Courses 9
Two Criminal Justice Courses 6
LIBERAL STUDIES

Programs of Study

BACHELOR OF ARTS
IN LIBERAL STUDIES

Endicott’s unique Liberal Studies major provides students with an individualized program of study and exceptional career preparation. Students choose a concentration in Education, Human Services, English and Creative Writing, or Law and Government. They may also design and apply to pursue an Individually Designed program of study. Each concentration emphasizes a significant aspect of American social, cultural, and historical life and provides students with a broad understanding of the academic and professional aspects of the field. Concentrations also allow students to develop an expertise that is then supplemented with courses chosen from other fields. The result is a major tailored to the student’s professional interests and goals.

While students develop an impressive knowledge base through their coursework, they also gain practical job experience through internships. Internship opportunities in the Liberal Studies major are limitless and can include working in human service agencies, corporations, government bureaus, publishing houses, health departments, libraries, and museums. The Liberal Studies program is the most versatile and individualized of Endicott’s majors and meets the professional aims of a wide range of students.

Bachelor of Arts in Liberal Studies:
American Studies Concentration

CURRICULUM REQUIREMENTS
Required of all Bachelor of Arts Programs
Total credits required: 126–128

Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AMS 101</td>
<td>*American Popular Culture 3</td>
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<tr>
<td>HST 103-4</td>
<td>US History I or II 3</td>
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<tr>
<td>INT 100</td>
<td>*Internship I 2</td>
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<tr>
<td>LA 100</td>
<td>*Freshman Seminar 3</td>
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<td></td>
<td>*Science and Math Core Requirement 3-4</td>
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<td></td>
<td>*Social Science Core Requirement 3</td>
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<td>*Core elective 3</td>
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<td></td>
<td>Liberal Studies Cluster 1 Elective: 3</td>
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<td></td>
<td>The Arts 3</td>
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<tr>
<td></td>
<td>Free electives 9</td>
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Sophomore

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<th>Course</th>
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<tbody>
<tr>
<td>HST 101-2</td>
<td>Western Civilization I or II 3</td>
</tr>
<tr>
<td>INT 200</td>
<td>Internship II 2</td>
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<tr>
<td></td>
<td>*Language 6</td>
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<td>History and Geography 3</td>
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<td>Free Electives 9</td>
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Senior

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>LA 400</td>
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<tr>
<td>LST 480</td>
<td>Semester Internship 12</td>
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<td>LST 490</td>
<td>*Liberal Studies Capstone 3</td>
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<td>The Social World 3</td>
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<td>*Core elective 3</td>
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<tr>
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<td>30</td>
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</table>

* Satisfies Core Requirement

^Liberal Studies electives include courses in a range of fields. Courses that fulfill the cluster requirements can be found on departmental advising sheets.

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

EDUCATION

Programs of Study

EARLY CHILDHOOD EDUCATION (preK – Grade 2)

The early childhood teacher must be knowledgeable in a broad range of subjects, including child development, science, math, language and literacy acquisition, creative arts and social studies. Through coursework that includes art, history, literature, math, science, geography, economics, and politics, the Liberal Studies major provides the interdisciplinary background needed to meet the requirements of the early childhood curriculum. In addition, rigorous education courses generate the knowledge necessary to succeed as a classroom teacher. Finally, through internships and practica, participation in the classroom occurs during each year of the Education program. This thorough integration of theory and practice offers future teachers a unique opportunity to apply their academic knowledge to the classroom experience from the start of their college career.

Bachelor of Arts in Liberal Studies:
Early Childhood Education Concentration (preK – Grade 2)

CURRICULUM REQUIREMENTS
Required of all Bachelor of Arts Programs
Total credit required: 128

Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Education 3</td>
</tr>
<tr>
<td>ED 106</td>
<td>Curriculum Frameworks 3</td>
</tr>
</tbody>
</table>
**Elementary Education (Grades 1–6)**

The elementary school teacher must demonstrate the ability to teach several disciplines, including social studies, language arts, math and science. Through coursework that includes art, history, literature, math, science, geography, economics, and politics, the Liberal Studies major provides the interdisciplinary background needed to meet the demands of the elementary school curriculum. In addition, rigorous education courses generate the knowledge necessary to succeed as a classroom teacher. Finally, through internships and practicum, education students participate in elementary school classes during each of their four years at Endicott. This thorough integration of theory and practice offers future teachers a unique opportunity to apply their academic knowledge to the classroom experience from the start of their college career.

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### Bachelor of Arts in Liberal Studies: Elementary Education Concentration (Grades 1–6)

**Curriculum Requirements**

**Required of all Bachelor of Arts Programs**

<table>
<thead>
<tr>
<th>Course</th>
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**Freshman**

<table>
<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>INT 100 * Internship I</td>
<td>2</td>
</tr>
<tr>
<td>LA 100 * Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 * College Writing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ED 101 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 106 Curriculum Frameworks</td>
<td>3</td>
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<tr>
<td>HST 103 US History</td>
<td>3</td>
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<tr>
<td>Liberal Studies Cluster 1 Elective: United States History</td>
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<tr>
<td>* Lab Science (SCN 115 and SCN 116 recommended)</td>
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<tr>
<td>* Math (MTH 120 and MTH 126 recommended)</td>
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<tr>
<td><strong>Sophomore</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>INT 300 * Portfolio</td>
<td>2</td>
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<tr>
<td>PSY 300 * Classroom Assessment</td>
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<td>Literature and Writing Elective</td>
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<td><strong>Junior</strong></td>
<td><strong>Credits</strong></td>
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<td>ED 205 Pre-Practicum and Seminar</td>
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<td>ED 301 Math Methods</td>
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<td>ED 302 Science Methods</td>
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<tr>
<td>ED 306 Social Studies Methods</td>
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<tr>
<td>ENG 308 * American Literature</td>
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<tr>
<td>INT 300 * Portfolio</td>
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<tr>
<td>POL 311 American Government &amp; Politics</td>
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<td>PSY 300 * Classroom Assessment</td>
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<td>Liberal Studies Cluster 3 Elective: Literature and Writing</td>
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<td>ED 401 Practicum and Seminar in Early Childhood Education</td>
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<td>LA 400 * Senior Seminar</td>
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<td>LST 490 * Liberal Studies Capstone</td>
<td>3</td>
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<tr>
<td>* Core Electives Elective</td>
<td>6</td>
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<tr>
<td>Liberal Studies Cluster 4 Elective: The Social World</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

*Satisfies Core Requirement*

**Note:** Three Writing Designation courses must be taken to satisfy general education requirements. ENG 101, 308, 309, and 312 are Writing Designation courses.

^Courses that fulfill the cluster requirements can be found on departmental advising sheets.
ENGLISH AND CREATIVE WRITING
Program of Study

The English and Creative Writing curriculum is designed to provide students with a liberal arts education that develops the skills and imagination integral to the study of literature and the practice of writing. Students take courses in literary analysis, poetry, fiction, and playwriting. Many students participate in the student managed Endicott Review and the Endicott Literary Society which publish and promote student writing. Through the internships students apply the knowledge gained in their courses to a wide range of professional fields, from publishing houses and newspapers to businesses and literary journals. English will be offered as a separate degree program beginning in Fall 2004.

Examples of internships may include:
- Newspapers
- Magazines
- Literary Journals
- Publishing Houses
- Computer Companies
- Businesses
- Schools
- Public Relations Agencies
- Advertising Agencies
- Libraries
- Non-profit Organizations

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

Courses that fulfill the cluster requirements can be found on departmental advising sheets.

Bachelor of Arts in Liberal Studies:
English and Creative Writing Concentration

CURRICULUM REQUIREMENTS
Total credit required: 126–128

Freshman

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AMS 101 American Popular Culture</td>
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<tr>
<td>ENG 210 Topics in Literature</td>
<td>3</td>
</tr>
<tr>
<td>INT 100 Internship I</td>
<td>2</td>
</tr>
<tr>
<td>LA 100 * Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td>* Arts and Humanities Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>* Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
</tr>
<tr>
<td>* Social Science Core Requirement</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>32–33</strong></td>
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Sophomore

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 208-9 Creative Writing</td>
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<tr>
<td>ENG 308 American Literature</td>
<td>3</td>
</tr>
<tr>
<td>INT 200 Internship II</td>
<td>2</td>
</tr>
<tr>
<td>English and Creative Writing Concentration Elective^</td>
<td>3</td>
</tr>
<tr>
<td>* Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>* Language Requirements</td>
<td>6</td>
</tr>
<tr>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
</tr>
<tr>
<td>* Social Science Core Requirement</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>32–33</strong></td>
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Junior

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 313 World Literature</td>
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</tr>
<tr>
<td>INT 300 Portfolio</td>
<td>2</td>
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<tr>
<td>English and Creative Writing Concentration Elective^</td>
<td>6</td>
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<tr>
<td>* Core Elective</td>
<td>3</td>
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<tr>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
</tr>
<tr>
<td>* Social Science Core Requirement</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>32–33</strong></td>
</tr>
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</table>

Senior

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 400 * Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LST 480 Semester Internship</td>
<td>12</td>
</tr>
<tr>
<td>LST 490 * Liberal Studies Capstone</td>
<td>3</td>
</tr>
<tr>
<td>* Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>English and Creative Writing Concentration Elective^</td>
<td>3</td>
</tr>
<tr>
<td>* Social Science Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

^Courses that fulfill the English and Creative Writing Concentration electives can be found on departmental advising sheets.
English Minor

Students are required to take a minimum of 18 credits as follows:

ENG 102 Introduction to English Literature
Six credits in English courses
Nine additional credits in English at the 300 level or above

HUMAN SERVICES
Program of Study

The Human Services curriculum is designed to provide students with a liberal arts education that develops the skills necessary to work in a variety of helping professions. Students take courses in a range of fields, including sociology, psychology, criminal justice, and social policy. They then apply their knowledge to internships in social service agencies, educational institutions, hospitals, and mental health facilities. In addition to preparing students to be professionals in the field, the Human Services concentration allows students to pursue graduate degrees in social work, education, psychology, or the law. Human Services will be offered as a separate degree program beginning in Fall 2004.

Examples of internships may include:
Guidance Counseling Offices
Montessori Schools
Chambers of Commerce
Public Defenders Office
Daycare Centers
Rehabilitation Centers
Human Resource Departments
Nursing Homes
Development Offices

Bachelor of Arts in Liberal Studies:
Human Services Concentration

CURRICULUM REQUIREMENTS
Total credit required: 126–128

Freshman

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>AMS 101</td>
<td>American Popular Culture 3</td>
</tr>
<tr>
<td>HMS 100</td>
<td>Introduction to Human Services 3</td>
</tr>
<tr>
<td>INT 100</td>
<td>Internship I 2</td>
</tr>
<tr>
<td>LA 100*</td>
<td>Freshman Seminar 3</td>
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<tr>
<td>Free Electives</td>
<td>9</td>
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<tr>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
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<td>* Social Science Core Requirement</td>
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<td>Total</td>
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Sophomore

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>HMS 305*</td>
<td>Social Policy 3</td>
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<tr>
<td>INT 200*</td>
<td>Internship II 2</td>
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<td>SOC 302*</td>
<td>Social Problems 3</td>
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<tr>
<td>Human Services</td>
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<tr>
<td>Concentration Elective^</td>
<td>3</td>
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<tr>
<td>* Language Requirements</td>
<td>6</td>
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<tr>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
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<tr>
<td>* Social Science Core Requirement</td>
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Junior

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HMS 300*</td>
<td>Contemporary Issues in Human Services 3</td>
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<tr>
<td>INT 300*</td>
<td>Portfolio 2</td>
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<tr>
<td>* Core Elective</td>
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<td>Free Electives</td>
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</tr>
<tr>
<td>Human Services</td>
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</tr>
<tr>
<td>Concentration Electives^</td>
<td>6</td>
</tr>
<tr>
<td>* Science and Math Core Requirement</td>
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<tr>
<td>* Social Science Core Requirement</td>
<td>3</td>
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<tr>
<td>Total</td>
<td>32–33</td>
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</table>

Senior

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 400*</td>
<td>Senior Seminar 3</td>
</tr>
<tr>
<td>LST 480*</td>
<td>Semester Internship 12</td>
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<tr>
<td>LST 490*</td>
<td>Liberal Studies Capstone 3</td>
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<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td>Human Services</td>
<td></td>
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<tr>
<td>Concentration Elective^</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

^Courses that fulfill the Human Services Concentration electives can be found on departmental advising sheets.

GLOBAL STUDIES
Bachelor of Arts in Global Studies

Effective September 2004, the College will offer a Bachelor of Arts in Global Studies. The degree will feature structured course work in comparative social, cultural, economic, and political models. Students will be given the opportunity to explore in more depth the historical and cultural perspectives of at least two areas of the world including Africa, Asia Pacific, Latin America, the Middle East, and Europe. Through a multi-disciplinary lens, students will look critically at issues facing nations today. Finally, course work in foreign languages and cross-cultural communications, and engagement in overseas field experiences round out the course of study, providing the graduate with the practical tools needed to apply one’s knowledge and skills to the world at large.
LAW AND GOVERNMENT

Program of Study

The Law and Government curriculum is designed to provide students with a liberal arts educational opportunity while focusing on the fields of legal studies and political science. Students take core courses in the liberal studies area while pursuing internships that allow them to apply their knowledge to legal, governmental, and/or political agencies. The course offerings in the Law and Government concentration furnish the student with the knowledge necessary to be successful in the legal or governmental professions. Courses provide an understanding of law, the operation of the political system on the local, state, and federal level, and the impact of law and politics on society.

Examples of internships may include:
- Public Law Offices
- Private Law Offices
- Local Town Halls
- State Representative and Senate Offices
- Federal Representative and Senate Offices
- State Legislatures
- Public Defenders Offices
- League of Women Voters
- Mass Pirg

Bachelor of Arts in Liberal Studies: Law and Government Concentration

<table>
<thead>
<tr>
<th>CURRICULUM REQUIREMENTS</th>
<th>Total credit required: 126–128</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>AMS 101</td>
<td>American Popular Culture</td>
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<tr>
<td>CJ 151</td>
<td>Criminal Law</td>
</tr>
<tr>
<td>INT 100</td>
<td>Internship I</td>
</tr>
<tr>
<td>LA 100</td>
<td>* Freshman Seminar</td>
</tr>
<tr>
<td>* Arts and Humanities Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>* Core Elective</td>
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</tr>
<tr>
<td>* Language Requirements</td>
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</tr>
<tr>
<td>* Law and Government</td>
<td>3</td>
</tr>
<tr>
<td>* Concentration Elective^</td>
<td>3</td>
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<tr>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
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<tr>
<td>* Social Science Core Requirement</td>
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<tr>
<td><strong>Sophomore</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>CJ 205</td>
<td>American Court System</td>
</tr>
<tr>
<td>INT 200</td>
<td>Internship II</td>
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<tr>
<td>POL 311</td>
<td>American Government and Politics</td>
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</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td>* Language Requirements</td>
<td>6</td>
</tr>
<tr>
<td>* Law and Government</td>
<td>3</td>
</tr>
<tr>
<td>* Concentration Elective^</td>
<td>3</td>
</tr>
<tr>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
</tr>
<tr>
<td>* Social Science Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>CJ 410</td>
<td>Law and Society</td>
</tr>
<tr>
<td>INT 300</td>
<td>Portfolio</td>
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<tr>
<td>* Core Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>12</td>
</tr>
<tr>
<td>Law and Government</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Electives^</td>
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</tbody>
</table>

* Science and Math Core Requirement 3-4
* Social Science Core Requirement 3
32–33

**Senior**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 400</td>
</tr>
<tr>
<td>LST 480</td>
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<tr>
<td>LST 490</td>
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<tr>
<td>Free Electives</td>
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<tr>
<td>Law and Government</td>
</tr>
<tr>
<td>Concentration Elective^</td>
</tr>
<tr>
<td><strong>Satisfies Core Requirement</strong></td>
</tr>
</tbody>
</table>

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

^Courses that fulfill the Law and Government Concentration electives can be found on departmental advising sheets.

INDIVIDUALLY DESIGNED MAJOR OR PROGRAM OF STUDY

The individually designed Liberal Studies/American Studies major will help to accommodate particular Endicott students whose interests are not met by current Endicott majors. The program is not designed to overlap with existing majors 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 undergraduates with the opportunity to draw on the resources of the entire Endicott curriculum, across majors and disciplines. Proposals will not be accepted in areas where the College offers a program of study.

**Application Process:**

Students must submit, and have approved, a detailed proposal that describes their anticipated area of study. Students must complete the College’s core curriculum and other requirements within the Liberal Studies/American Studies major (see Core Program under Liberal Studies/American Studies). Students may apply no earlier than the second semester of their freshman year and no later than the first semester of their junior year. The proposal for acceptance into the Individually Designed Liberal Studies major should include the following:

1) A statement that clearly defines the focus of the student’s liberal studies major. Students should explain the rationale behind their proposal and describe connections between courses to be taken, internships to be explored, and professional goals to be pursued.

2) A statement that explains how the proposal will allow the student to pursue a unique course of study.

3) A tentative list of the eight courses that will comprise the student’s concentration. Changes are not encouraged, but if they are necessary students must get the approval of their advisor and the Chair of the Liberal Studies/American Studies major. If nine or more credits are to be taken in an existing Endicott major, the proposal will be reviewed by the Chair/Dean of that program.
Before applying, students should discuss their interest in the major with the Chair of Liberal Studies/American Studies. In preparation of the proposal, consultation with advisors or professors is encouraged. Completed proposals should be submitted to the Chair of the Liberal Studies/American Studies Major and will be reviewed by the Dean of Arts and Sciences and the Vice President and Dean of the College. Students will be notified in writing of their acceptance into the program.

**PSYCHOLOGY**

**Programs of Study**

**BACHELOR OF SCIENCE IN PSYCHOLOGY**

The Psychology major is designed to offer small classes, balanced coursework, and practical experience in the field. The curriculum provides a broad background in the liberal arts and sciences, field experience, 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 are examined through a large choice of psychology electives. A special feature of the program is the capstone project in which students explore an applied psychology topic of their choosing.

We have found that our internships are an important aspect of the degree. Supervised field experience has given our students significant advantages when applying for jobs and graduate school. Internship responsibilities have included working with counselors in providing individual and group counseling, outreach and hotline interventions. These experiences have taken place in a variety of settings including mental health clinics, hospitals, community residential programs, court systems and schools. Students work with all age groups and a variety of mental health issues including eating disorders, abuse, depression, anxiety, and schizophrenia. There are several specialties within the psychology major and each has its particular advantages.

**Examples of Internships include:**
- Northshore Rape Crisis Center, Beverly, Mass.
- St. Jude/St. Mark Youth Ministry, Londonderry, N.H.
- Massachusetts Eating Disorders Association, Brookline, Mass.
- Beverly Youth Collaborative/YMCA, Beverly, Mass.
- Salvation Army, Hartford, Conn.
- Attorney General’s Office, Providence, R.I.
- Phoenix House, Peabody, Mass.
- Central Middlesex Association for Retardation, Woburn, Mass.
- Coolidge House, Boston, Mass.
- Center for Family Development, Beverly, Mass.
- Project Rap, Beverly, Mass.

---

**Bachelor of Science in Psychology**

**CURRICULUM REQUIREMENTS**

**Total Credits Required: 126–128**

### Freshman Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 100 Internship I</td>
<td>2</td>
</tr>
<tr>
<td>LA 100 * Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 220 Psychological Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101 * Introduction to Sociology</td>
<td>3</td>
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### Sophomore Credits

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INT 200 Internship II</td>
<td>2</td>
</tr>
<tr>
<td>PSY 200 Child and Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 203 Adulthood and Aging</td>
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### Junior Credits

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>INT 300 Portfolio</td>
<td>2</td>
</tr>
<tr>
<td>PSY 301 Statistical Methods</td>
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<td>PSY 302 Research Methods</td>
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### Senior Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>LA 400 * Senior Seminar</td>
<td>3</td>
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<tr>
<td>PSY 480 Semester Internship</td>
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<tr>
<td>PSY 490 * Psychology Capstone</td>
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</table>

### Psychology Electives

- 300-Level Psychology Elective | 3       |
- *Core Elective | 3       |
- Free Electives | 6       |

*Note: Three Writing Designation courses must be taken to satisfy general education requirements.*

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**Psychology Minor**

Students are required to take a minimum of 18 credits in Psychology as follows:

- PSY 100 General Psychology
- or PSY 220 Psychological Perspectives
- Nine credits in 300–400 level Psychology courses
- Six additional credits in Psychology courses
# Bachelor of Science in Psychology: Criminal Justice Concentration

## CURRICULUM REQUIREMENTS

**Total Credits Required: 126–128**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJ 100</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CJ 151</td>
<td>Criminal Law</td>
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<tr>
<td>INT 100</td>
<td>Internship I</td>
</tr>
<tr>
<td>LA 100</td>
<td>* Freshman Seminar</td>
</tr>
<tr>
<td>PSY 100</td>
<td>* General Psychology</td>
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<tr>
<td>SOC 101</td>
<td>* Introduction to Sociology</td>
</tr>
<tr>
<td></td>
<td>* Arts and Humanities Core Requirement</td>
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<tr>
<td></td>
<td>* Core Elective</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
</tr>
<tr>
<td></td>
<td>* Science and Math Core Requirement</td>
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**Sophomore**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CJ 200</td>
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<td>CJ 205</td>
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<tr>
<td>CJ 210</td>
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<td>CJ 215</td>
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<td>INT 200</td>
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**Junior**

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<tbody>
<tr>
<td>INT 300</td>
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<td>PSY 301</td>
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<tr>
<td>PSY 302</td>
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**Senior**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>LA 400</td>
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<td>PSY/CJ 480</td>
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<tr>
<td>PSY/CJ 490</td>
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</tbody>
</table>

*Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

## Associate Degree Option

In exceptional circumstances, students enrolled in a Bachelor degree program may petition to receive an Associate in Science degree in Integrated Studies.

## CURRICULUM REQUIREMENTS

**Total credit required: 67–69**

<table>
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<th>Credits</th>
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<td>LA 100</td>
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**Sophomore**

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<tbody>
<tr>
<td>ENG 103</td>
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<tr>
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</table>

*Satisfies Core Requirement*
School of Business and Communications

The School of Business and Communications at Endicott offers degrees in Business Administration and Communication designed to prepare students for a lifetime of 21st century career options. By combining a theoretical foundation in the major field with breadth of knowledge in the liberal arts, the programs provide the analytical, conceptual, and problem-solving capabilities needed to support lifelong learning and personal growth in a changing global and technological environment. By focusing on the acquisition of professional skills through applied learning and on-the-job experience, the programs prepare graduates for rewarding employment opportunities.

The Scangas Center for Media and Learning offers students access to cutting edge video production technology for a range of contemporary business and communications applications.

Business Administration graduates go on to be managers in varied organizational settings, both for profit and not-for-profit, from entrepreneurial start-up and small business situations to Fortune 500 global enterprises. They engage in activities ranging from corporate finance to portfolio management, from human resources to computers, from advertising and marketing to general management responsibilities in the United States and all over the world.

Communication graduates move into the exciting world of electronic media production, the entertainment industry, or the expanding field of marketing and organizational communications. Many pursue career paths in advertising, public relations, corporate communications, and journalism. Communication skills enable graduates to excel in a technologically diverse environment.

Endicott graduates have unique advantages in gaining access to exciting career opportunities because since its founding the College has featured field-based career learning as a cornerstone of its educational philosophy. Fifty plus years of experience translates into knowing how to combine academic and real world experience. Experience on campus in state-of-the-art labs and in the classroom includes individualized attention and support and is systematically integrated with off-campus experience, including both structured internship and exploratory networking opportunities.

The result is a galvanizing link between theory and practice. This formula for fostering personal growth across a broad range of career interests is what distinguishes Endicott’s Business and Communications programs.

Requirement for the Business Program

Beginning in fall 2004, the Undergraduate School of Business at Endicott will require that all freshmen majoring in Business own laptop computers. The costs and specifications of the laptop hardware and software package that each student will be required to own will be announced in the spring of 2004. Students entering in the fall of 2004 who intend to major in Business, therefore, are asked to wait until April 1, 2004, before purchasing a computer to bring to campus. At that time, incoming students will receive letters describing in detail all aspects of the new laptop requirement. In addition, the laptop requirement page of the Endicott website will periodically update the status of the fall 2004 initiative.

BUSINESS Programs of Study

BACHELOR OF SCIENCE in BUSINESS ADMINISTRATION

This program combines a foundation in Business core courses—in quantitative methods, accounting, economics, marketing, finance, communications, computer technology, and human behavior—with a focus in the final two years on the theory and practice of a particular business niche area. Juniors and seniors pursue advanced studies in Management, Entrepreneurial Studies, Financial Management, International Business, Marketing, or Management of Information Systems. With breadth enough to provide a basis for lifetime learning and continuous career development, the program’s edge is in its ability to develop through courses, the semester-long internship, and the capstone project, the specialized knowledge and problem solving skills linked to specific entry level career opportunities. Students graduate with the skills needed to take advantage of the immediate post-graduate job market and the flexible orientation needed to ensure repeated success as they grow and branch out in the future.

The Management concentration is designed to develop the authoritative perspective and personal leadership skills that successful business managers need. Its relevance to all types of organizational settings makes it a sound choice for anyone intent on pursuing a career in a broad spectrum of business or management roles worldwide. From supervisor to CEO, this track helps graduates manage effectively in an increasingly complex environment. Examples of internships include: roles in the development and management of human resources, assisting in consumer products manufacturing management, assisting in retail store management, and the management of non-profit, community, and business organizations.

The Entrepreneurial Studies concentration develops the skills needed to gain advantage in the industry sector projected to grow the fastest in the decades to come: small and start-up business situations. In recent years, the integrated managerial perspective successful entrepreneurs all share has been identified as a key characteristic of leaders in established businesses as well. Examples of internships include: owner-operated start-up businesses involved in interactive marketing, photography, nanny services, sporting goods sales, and event planning; and family-owned computer services, painting, and general contracting businesses.
The Financial Management concentration provides an opportunity to gain a broad understanding of financial markets and the tools financial managers use. Examples of internships include: banks and financial institutions, corporate finance departments, accounting and control departments, stock and bond brokerages, financial advisory services, and management consulting firms.

An International Business concentration gives students the opportunity to examine the complex challenges that face managers when organizations and products cross national borders. The overall program is structured so as to develop in students basic managerial competencies as well as the specialized skills, knowledge, and perspectives required to become effective decision-makers in the global marketplace. The increasing demand for employees with expertise in international business follows directly from the number of businesses, including firms of all sizes, moving into the international trade and investment arena.

Endicott College is committed to providing students in the International Business concentration with the foreign language and intercultural competencies necessary to succeed in today’s interdependent global business community. Foreign language courses that use the latest communicative methodologies and overseas study and internship opportunities are designed to complement the international business curriculum. Students in International Business are required to pursue two years of college-level foreign language study or to demonstrate an equivalent proficiency in a language other than English. Students in the International Business concentration likewise are strongly encouraged to spend a minimum of one semester in a country other than their home, either in a study-abroad or in an internship experience.

The concentration in Marketing gives students an opportunity to concentrate their upper level study on marketing topics while completing their B.S. in Business Administration. Students have the flexibility to pursue higher level skills and knowledge either within a single niche area of marketing or across a range of marketing and marketing communications topics. The Marketing concentration represents a strategic link between the Division’s two core baccalaureate programs. Through it, students can take advantage of the varied curriculum that has resulted from the unique merging of the Business and Communications faculties at Endicott.

Within Marketing, a variety of specialized career interests can be provided for through a combination of course offerings and closely coordinated, semester-long senior internship and capstone independent work. For example, through use of electives, three distinct specializations can be carved out within Marketing: consumer product development and merchandising; advertising and promotional communications administration (which draws on both business and communications offerings); and international marketing (which integrates an international business and marketing focus).

The concentration in Management of Information Systems (MIS), offered jointly by the Business and Information and Computer Technology faculties, is designed to develop in students the ability to manage Information Technology assets for business gain. Managing information systems to achieve business goals, such as to achieve lower cost structures, new levels of customer service, to develop new products, or enter new markets, requires specialized managerial skills. It depends on an understanding of not just technical but also competitive, financial and organizational choices. The Endicott Bachelor of Science in Business Administration, with the opportunity it offers to concentrate on upper-level course work, research, and applied learning in MIS, affords students a track to entry level positions or post-graduate study in this field. Given the pervasive use of technology in for profit and not for profit contemporary organizations, opportunities for such graduates appear strong well into the future.

Companies where Business Administration students have done internships recently include:

- Merrill Lynch
- AT&T
- UBS Paine Webber
- Sacony, Inc.
- Fleet Boston
- Morgan Stanley
- Osram Sylvania
- Boston Stock Exchange
- Goldman Sachs
- Peabody Essex Museum
- Morgan Stanley
- General Cinema
- A.G. Edwards
- IBM
- Sigrid Olsen
- Salomon Smith Barney
- Sybase, Inc.
- Siemens Medical Solutions, Inc.
- Putnam Investments
- Timberland
- UBS Paine Webber
- Geiger of Austria

**Bachelor of Science in Business Administration**

**CURRICULUM REQUIREMENTS**

**Total Credits Required: 126–128**

### Freshman Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 120</td>
<td>Business Fundamental: Methods 3</td>
</tr>
<tr>
<td>BUS 121</td>
<td>Business Fundamental: Strategies 3</td>
</tr>
<tr>
<td>BUS 150</td>
<td>Accounting I 3</td>
</tr>
<tr>
<td>BUS 151</td>
<td>Accounting II 3</td>
</tr>
<tr>
<td>BUS 160</td>
<td>Principles of Computers or Free Elective† 3</td>
</tr>
<tr>
<td>INT 100</td>
<td>Internship I 2</td>
</tr>
<tr>
<td>LA 100</td>
<td>* Freshman Seminar 3</td>
</tr>
<tr>
<td>MTH 125</td>
<td>* Probability 3</td>
</tr>
<tr>
<td>MTH 126</td>
<td>* Applied Statistics 3</td>
</tr>
<tr>
<td>or Free Elective 3</td>
<td></td>
</tr>
<tr>
<td>* Arts and Humanities Core Requirement 3</td>
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</tr>
<tr>
<td>Free Elective 3</td>
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<td><strong>Total Credits</strong></td>
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### Sophomore Credits

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BUS 200</td>
<td>Marketing 3</td>
</tr>
<tr>
<td>BUS 240</td>
<td>E-Business Process/Marketing 3</td>
</tr>
<tr>
<td>ECN 201</td>
<td>* Macroeconomics 3</td>
</tr>
<tr>
<td>ECN 202</td>
<td>* Microeconomics 3</td>
</tr>
<tr>
<td>INT 200</td>
<td>Internship II 2</td>
</tr>
<tr>
<td>* Arts and Humanities Core Requirements 6</td>
<td></td>
</tr>
<tr>
<td>* Core Electives 6</td>
<td></td>
</tr>
<tr>
<td>Free Elective 3</td>
<td></td>
</tr>
<tr>
<td>* Science and Math Core Requirement 3–4</td>
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<td><strong>Total Credits</strong></td>
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Junior

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 260</td>
<td>E-Business Process/Finance</td>
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<tr>
<td>BUS 310</td>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 320</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>INT 300</td>
<td>Portfolio</td>
<td>2</td>
</tr>
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<td></td>
<td>Business Concentration Electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>* Core Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>* Social Science Core Requirement</td>
<td>3</td>
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</tbody>
</table>

Senior

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 480</td>
<td>Semester Internship</td>
<td>12</td>
</tr>
<tr>
<td>BUS 490</td>
<td>* Business Capstone</td>
<td>3</td>
</tr>
<tr>
<td>LA 400</td>
<td>* Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Business Concentration Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits: 32

† If equivalent competency can be shown.

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

Business Administration

Concentration Electives

ENTREPRENEURIAL STUDIES
Choose four (4) from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 302</td>
<td>Legal Environment/Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 311</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 300</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Business Strategy and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

FINANCIAL MANAGEMENT
Choose four (4) from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 303</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 311</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 405</td>
<td>International Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Business Strategy and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

INTERNATIONAL BUSINESS *
Choose four (4) from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 303</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 405</td>
<td>International Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>BUS 410</td>
<td>E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Business Strategy and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CMM 315</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECN 415</td>
<td>Asia Pacific: Economics and Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

* International Business students must also complete two years of foreign language study at the college level or demonstrate an equivalent proficiency in a language other than English.

MANAGEMENT
Choose four (4) from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 302</td>
<td>Legal Environment/Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 305</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 410</td>
<td>E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>BUS 415</td>
<td>Business Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 450</td>
<td>Dynamics of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Business Strategy and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

MANAGEMENT OF INFORMATION SYSTEMS
Choose four (4) from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 325</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>ICT 320</td>
<td>Communication in the Information Technology Environment</td>
<td>3</td>
</tr>
<tr>
<td>ICT 325</td>
<td>Emerging Technologies</td>
<td>3</td>
</tr>
<tr>
<td>ICT 350</td>
<td>Network Management and Administration</td>
<td>3</td>
</tr>
<tr>
<td>ICT 390</td>
<td>Cyber Security</td>
<td>3</td>
</tr>
</tbody>
</table>

MARKETING
Choose four (4) from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 330</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 360</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 403</td>
<td>Integrated Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 410</td>
<td>E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>BUS 460</td>
<td>Brand Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Business Strategy and Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Research Methods</td>
<td>3</td>
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</tbody>
</table>

Minor in Business Administration

Students are required to take a minimum of six courses, 18 credits as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 170</td>
<td>Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 320</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 475</td>
<td>Business Strategy and Policy</td>
<td>3</td>
</tr>
<tr>
<td>300–400 Level BUS Elective</td>
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<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

COMMUNICATION Program of Study

BACHELOR OF SCIENCE IN COMMUNICATION

The baccalaureate degree program in Communication is a demanding curriculum designed to provide strong options and prepare the student for entry into the field of communication. The program integrates a basic core of communication skill and theory courses in Advertising, Journalism Studies, Media Production, or Media Studies. Combined with the strong liberal arts background provided by the College’s core curriculum, the student is amply prepared to enter the industry.
Opportunities for intense, professional application in individual interest areas are available through a series of internships including the semester-long internship and the capstone seminar in the senior year. WNSH, an on-site, commercial radio station, affords students the opportunity to acquire hands-on experience in producing on-air entertainment, promotions, public service programming, and news on a year-round basis. ECTV, the College’s 24-hour, closed circuit cable television and radio network, is available to showcase student productions, including news broadcasts.

The Advertising concentration requires six courses in addition to the Communication Core. These courses provide an overview of the wide variety of activities that make up the ever-changing and evolving world of advertising and public relations. Students develop critical thinking and writing skills that are necessary to function in the demanding environment of advertising and marketing communications. The concentration gives students a basic understanding of the industry and prepares them to succeed as they move into their one-month and semester-long internships.

The Journalism Studies concentration requires six courses in addition to the Communication Core. Journalism, in its many forms, from broadcast and print to online publications holds a significant historical and social presence world-wide. These courses provide students with a look at the way the "news of the day" is communicated as well as the way our reality is constructed via the media. This concentration provides an overview of the field and gives students the basic skills to craft a view of the world for others.

The Media Production concentration requires six courses in addition to the Communication Core. These courses provide students with a complete understanding of basic video production techniques and aesthetics. Hands-on experience in the Scangas Center’s state-of-the-art digital television studio combined with an extensive use of field equipment give students an understanding of the challenges they will face when they go out on their internships. The history, market, and regulatory environment of the industry are also covered in courses that prepare students for managerial roles in this exciting and expanding industry.

The Media Studies concentration requires six courses in addition to the Communication Core. The Media Studies concentration allows students to explore, on a more substantial level, the impact media has on a global society. This concentration is designed for students looking for a more scholarly degree in the field. Social and critical issues as they relate to the media are explored in depth through course work. This concentration provides students with the skills they need to be successful in graduate programs.

Internships are an integral part of the curriculum. Through multi-level experiences in industry, students learn how to prepare for their professions.

Examples of companies where Communication students have done internships include:
- CNN-London
- WJMN- 94.5FM
- Mullen Advertising
- WABU-TV, Channel 68
- Salem Access TV
- New England Sports Network
- MTV
- Hill, Holliday
- WCVB-TV, Channel 5
- Boston Globe
- Continental Cable

Bachelor of Science in Communication

CURRICULUM REQUIREMENTS
Total Credits Required: 126–128

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMM 100</td>
<td>Media Aesthetics</td>
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<tr>
<td>CMM 101</td>
<td>Introduction to Mass Communications</td>
</tr>
<tr>
<td>INT 100</td>
<td>Internship I</td>
</tr>
<tr>
<td>LA 100</td>
<td>* Freshman Seminar</td>
</tr>
<tr>
<td></td>
<td>* Arts and Humanities Core Requirement</td>
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<td></td>
<td>Communication Concentration</td>
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<td></td>
<td>Free Electives</td>
</tr>
<tr>
<td></td>
<td>* Science and Math Core Requirements</td>
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<tr>
<td></td>
<td>* Social Science Core Requirement</td>
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<table>
<thead>
<tr>
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<tr>
<td>CMM 207</td>
<td>Writing for the Media</td>
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<td>CMM 220</td>
<td>Telecommunications</td>
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<tr>
<td>INT 200</td>
<td>Internship II</td>
</tr>
<tr>
<td></td>
<td>* Arts and Humanities Core Requirements</td>
</tr>
<tr>
<td></td>
<td>Communication Concentration</td>
</tr>
<tr>
<td></td>
<td>* Core Elective</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
</tr>
<tr>
<td></td>
<td>* Science and Math Core Requirement</td>
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<tr>
<td></td>
<td>* Social Science Core Requirement</td>
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<table>
<thead>
<tr>
<th>Junior</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CMM 306</td>
<td>Social Impact of the Media</td>
</tr>
<tr>
<td>CMM 370</td>
<td>Media Analysis and Research Methods</td>
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<tr>
<td>INT 300</td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td>Communication Concentration</td>
</tr>
<tr>
<td></td>
<td>* Core Elective</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
</tr>
<tr>
<td></td>
<td>* Social Science Core Requirement</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMM 380</td>
<td>Media Ethics and Law</td>
</tr>
<tr>
<td>CMM 400</td>
<td>Contemporary Issues in Media Studies</td>
</tr>
<tr>
<td>CMM 480</td>
<td>Semester Internship</td>
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<tr>
<td>CMM 490</td>
<td>* Communication Capstone</td>
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<tr>
<td>LA 400</td>
<td>* Senior Seminar</td>
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<tr>
<td></td>
<td>Communication Concentration</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.
Communication Concentration Electives

Students pick six courses from the following menus depending on concentration area.

**ADVERTISING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 200</td>
<td>Marketing</td>
</tr>
<tr>
<td>BUS 330</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>CMM 103</td>
<td>Advertising Fundamentals</td>
</tr>
<tr>
<td>CMM 200</td>
<td>Advertising Production</td>
</tr>
<tr>
<td>CMM 203</td>
<td>Public Relations</td>
</tr>
<tr>
<td>CMM 204</td>
<td>Promotional Writing</td>
</tr>
<tr>
<td>CMM 403</td>
<td>Integrated Marketing Communication</td>
</tr>
<tr>
<td>VC 105</td>
<td>Introduction to Computer Graphics</td>
</tr>
<tr>
<td>VC 330</td>
<td>Web Page Design</td>
</tr>
</tbody>
</table>

**MEDIA PRODUCTION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 207</td>
<td>Color Theory and Light</td>
</tr>
<tr>
<td>CMM 110</td>
<td>Field Production</td>
</tr>
<tr>
<td>CMM 200</td>
<td>Advertising Production</td>
</tr>
<tr>
<td>CMM 201</td>
<td>TV Studio</td>
</tr>
<tr>
<td>CMM 365</td>
<td>Post Production</td>
</tr>
<tr>
<td>CMM 390</td>
<td>Advanced Video Production</td>
</tr>
<tr>
<td>VC 310</td>
<td>Multimedia Design</td>
</tr>
<tr>
<td>VC 330</td>
<td>Web Page Design</td>
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</table>

**MEDIA STUDIES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 101</td>
<td>American Popular Culture</td>
</tr>
<tr>
<td>ART 200</td>
<td>History of Photography</td>
</tr>
<tr>
<td>CMM 300</td>
<td>Issues in Contemporary Journalism</td>
</tr>
<tr>
<td>CMM 310</td>
<td>Children’s Television</td>
</tr>
<tr>
<td>CMM 315</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>CMM 372</td>
<td>Documentary Modes</td>
</tr>
<tr>
<td>CMM 420</td>
<td>Media Literacy</td>
</tr>
<tr>
<td>MUS 325</td>
<td>Music and the State</td>
</tr>
</tbody>
</table>

**MINOR IN COMMUNICATION**

Students are required to take six courses, 18 credits as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMM 100</td>
<td>Media Aesthetics</td>
</tr>
<tr>
<td>CMM 101</td>
<td>Introduction to Mass Communication</td>
</tr>
<tr>
<td>CMM 306</td>
<td>Media Ethics and Law</td>
</tr>
<tr>
<td>CMM 365</td>
<td>Communication Elective</td>
</tr>
<tr>
<td>CMM 330</td>
<td>Communication Elective</td>
</tr>
</tbody>
</table>

Total: 18 credits
The Education programs in Early Childhood (PreK – Grade 2) and Elementary (Grades 1-6) Education are dedicated to the Endicott mission of combining theory and practice. Toward this end, the programs offer an undergraduate curriculum that combines rigorous coursework with extensive classroom experience. All Education students complete the Liberal Studies major, which provides them with a knowledge base in the arts and sciences. Within the Liberal Studies major, coursework in either Early Childhood (PreK – Grade 2) or Elementary (Grades 1-6) Education is pursued. Classes in each are focused on the specific educational needs of the age group, including special needs, creative arts, math, science, technology, and children’s literature. Upon graduation, Endicott Education students have completed all of the requirements necessary to receive an initial license in the state of Massachusetts and are eligible to pursue licensure in many other states.

**PROGRAM COMPONENTS**

**Liberal Studies Major**

The Liberal Studies major consists of eight core courses, each of which covers a subject that early childhood and elementary education teachers must be prepared to teach, including history, literature, science, math, and geography. Students integrate these areas into their education courses, applying their understanding of subject matter to the art of teaching. Endicott Education faculty work closely with the Arts and Sciences faculty to provide the very best combination of content and skills in order to prepare students for the challenges and the rewards of the teaching profession.

**Education Curriculum**

In addition to liberal arts courses, extensive classes in education are completed as part of the program. ED 101 Introduction to Education and ED106 Curriculum Frameworks provide an overview of the field of Education as well as the history and current state of education reform. ED 106 Curriculum Frameworks also introduces the Massachusetts Curriculum Frameworks, giving students a context through which to explore the competencies and standards by which today’s teachers are expected to work. As students progress through the Education program, they acquire the professional knowledge they need to succeed as teachers. Methods courses cover subject areas such as Language Arts, Science, Math, and Social Studies. Classes address the professional standards expected of teachers as well as specific areas of interest such as special needs, reading, creative arts, technology, and evaluation and assessment.

**License Areas:**

**Early Childhood (PreK – Grade 2) and Elementary (Grades 1 – 6)**

Declaration of a license area, in either Elementary (Grades 1 – 6) or Early Childhood (PreK – Grade 2), takes place in the second year of the program. At this point, individuals interested in teaching elementary school take ED 220 Strategies of Teaching in the Elementary School while those wishing to pursue a license in early childhood education (PreK – Grade 2) enroll in ED 207 Early Childhood Curriculum. Once in these classes, a Declaration of Major form is completed and turned in to the Registrar’s office, officially identifying the student’s license field. From that point on, the program of study for the specific license is followed. In accordance with state regulations, the Elementary Education program of study incorporates specific courses in the arts and sciences with education classes such as ED 300 Integrating Language Arts and ED 400 Practicum and Seminar in Elementary Education. The Early Childhood program of study includes electives in the liberal arts, ED 221 Emergent Literacy Instruction and ED 401 Practicum and Seminar in Early Childhood Education. Upon graduation, a license application will be filed for the field in which the student has studied and completed the practicum.

**Field Experience**

Endicott’s Education program integrates theory with practice as students observe and teach in some of the many school systems with which the College has formal partnerships. Through a combination of internships and practica, classroom experiences are a key component of each of the four years at Endicott. Other opportunities that have been available include participation in the American Reads program, employment as a substitute teacher or tutor, and work in local daycare centers.

**Internships**

INT 100 Internship I and INT 200 Internship II take place during the first and second years of the program and include school settings in the public and private sectors, as well as charter and Montessori school placements. Internship opportunities in both London and Mexico are also available. The latter involves a community service project in Mexican pre-schools. Preparation for internships takes place in internship seminars and education classes. Successful completion of both INT 100 and INT 200 is marked by a reflective paper, journal, supervisor evaluation, and seminar meeting with a faculty advisor.

**Examples of Internship and Student Teaching Field Sites:**

**School Systems**

<table>
<thead>
<tr>
<th>Beverly</th>
<th>Danvers</th>
<th>Essex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgetown</td>
<td>Hamilton-Wenham</td>
<td>Lynn</td>
</tr>
<tr>
<td>Manchester</td>
<td>Medford</td>
<td>Merrimac</td>
</tr>
<tr>
<td>Middleton</td>
<td>Newburyport</td>
<td>No. Andover</td>
</tr>
<tr>
<td>No. Reading</td>
<td>Peabody</td>
<td>Reading</td>
</tr>
<tr>
<td>Revere</td>
<td>Rockport</td>
<td>Salem</td>
</tr>
<tr>
<td>Tewksbury</td>
<td>Wakefield</td>
<td>Waltham</td>
</tr>
<tr>
<td>West Newbury</td>
<td>Winthrop</td>
<td>Gloucester</td>
</tr>
</tbody>
</table>
Pre-Practicum
In the third year, Education students participate in ED 205 Pre-Practicum and Seminar, a course that places them in a local classroom during the school day. Observations, reflections, and teaching experiences during the pre-practicum are discussed in a weekly seminar with a faculty advisor.

Practicum
Education program seniors complete a full-semester practicum in their license field of either early childhood or elementary education. They are placed in local Massachusetts schools and closely supervised by a licensed cooperating teacher and a college supervisor. Weekly seminars bring all student teachers together with faculty who provide supervision and mentoring throughout the practicum. For those pursuing licensure in early childhood education, ED 401 consists of a minimum of 300 practicum hours, including 100 hours in a PreK or K classroom and 200 hours in a Grade 1 or 2 classroom during their practicum. At least one of these settings must include children with disabilities. Elementary education students complete ED 400, a 300-hour practicum in a Grade 1 – 6 classroom.

OTHER PROGRAM COMPONENTS

Portfolio
INT 300 Portfolio is completed in the junior year. In this self-guided, on-line course, students compile a portfolio that includes samples of work from their internships, academic courses, and ED 205 Pre-practicum and Seminar. The portfolio also includes a resume and a reflective paper that reviews their college career to that point. The portfolio is further developed during the full-semester practicum when lesson plans, units, and student work are incorporated. Upon graduation, students will have completed a professional portfolio that reflects their accomplishments in the program and their preparation for full-time teaching positions.

Capstone
A year-long senior thesis known as Capstone is also completed during the last year at Endicott. The first part of the thesis, LA 400 Senior Seminar, allows students to choose and study a topic of particular interest to them in the field of education. In the spring of their senior year, during LST 490 Capstone, an aspect of this topic is focused on in more depth through the design and completion of a research project. Recent capstones have addressed the relationship between parenting and academic achievement, the problem of bullying, and gender bias in the classroom. Through Capstone, an expertise in a specific area of education is developed. Such knowledge distinguishes Endicott graduates and prepares them for further studies at the Master’s level.

Global Institute for Student Aspirations
The Global Institute for Student Aspirations (GISA) brings new forms of collaboration with schools throughout the world. Endicott students have an opportunity to work with GISA on research projects, to deliver national and international presentations, and to author articles for professional journals. Such opportunities support classes, independent research, and the senior Capstone project.

Teacher Licensure
The four-year degree program in Education meets the most recent regulations for licensure in the state of Massachusetts: A Liberal Arts degree combined with a concentration in either Early Childhood (PreK – Grade 2) or Elementary (Grades 1 – 6) Education. The Elementary and Early Childhood programs have been approved by the Massachusetts Department of Education.

Program Changes
Due to the changing nature of licensing regulations from state to state, students are encouraged to review the regulations from their state at the time of their entry to college. It is important for potential teachers to know the regulations and requirements for certification in the state in which they plan to teach. Licensure criteria may be modified at any time, and program requirements may be altered to reflect those changes.

Massachusetts Tests of Educator Licensure
The Massachusetts Department of Education mandates that all students pass the Massachusetts Tests of Educator Licensure (MTEL) as part of the licensing process. Endicott supports this requirement by incorporating the relevant MTEL tests into the Education program. Prior to enrollment in ED 205 Pre-Practicum and Seminar, a passing score on the Communication and Literacy test must be achieved. Prior to enrolling in ED 400 Practicum and Seminar in Elementary Education or ED 401 Practicum and Seminar in Early Childhood Education, the Foundations of Reading test and the appropriate Subject Matter test in either Early Childhood or Elementary Education must be completed with a passing score. Fees for taking the MTEL will be the responsibility of the student.

By incorporating the required exams into the program, upon graduation Endicott students have completed all of the necessary license requirements for the state of Massachusetts. License applications are completed and filed through the department at the end of the senior year.

Those wishing to be licensed to teach in other states must still take and pass the MTEL exams as part of the program requirements. However, the department will also work closely with individuals seeking licensure in states other than Massachusetts, helping to define the requirements and procedure for receiving that license. Preparing for, taking, and passing the MTEL exam helps future teachers to pass other exams, such as the PRAXIS and many of our students are successfully pursuing licenses in multiple states.
Test Preparation Workshops

Endicott offers intensive workshops and tutoring throughout the year to help prepare students to pass the MTEL exams. Test preparation workshops are free of charge and focus on the specific skills and subjects covered on the licensure exams. Workshops are required of students enrolled in the Education program and are also available to those who want to meet the requirements to change into the program from another major.

Acceptance into the program

Requirements for admission to the Education program include the regular admission requirements as outlined in the Catalog, and a combined SAT score of at least 1000.

Those not accepted into the program upon admission to Endicott may change into the program when they 1) pass the Communication and Literacy MTEL exam 2) maintain a minimum G.P.A. of 2.5 and 3) achieve at least a B-minus in all education courses. Due to the curriculum requirements, individuals interested in changing into the program from another major should work closely with a faculty advisor and the dean of Education to ensure that they are completing the requirements in a timely manner.

Continuation in the Program

To continue in the teacher preparation program the following criteria must be met: a minimum G.P.A. of 2.5 and at least a B-minus in all education courses.

Students will not be permitted to remain in the Education program if they 1) do not achieve the minimum qualifying score on the MTEL 2) fall below the required G.P.A. of 2.5 or 3) receive less than a B-minus in their education courses. Transcripts are evaluated at the end of every semester and individuals work closely with their advisor and the dean to ensure that they meet these criteria.

Those who are advised out of the program can complete the Liberal Studies major without the concentration in education or they can change into other concentrations within the major, including Human Services, Law and Government, and English and Creative Writing.

Program Requirements

The Education program and each of its components meets the regulations set by the Massachusetts Department of Education (DOE) for Teacher Preparation Programs. Ordinarily, students who complete the Education program must fulfill each of the course and field-based requirements as outlined in the College catalog or updated in accordance with new DOE regulations. Students who do not follow the recommended course of study for either the early childhood or elementary license, or who transfer into the program, may need to make up courses that they have not yet taken. Doing so may extend the time it takes to complete the Education program and students should plan accordingly in close consultation with their advisor or dean.

On rare occasions, program requirements may be waived based on prior coursework or experience. The practicum may not be waived.

United States

Higher Education Act (HEA)
as amended in 1998, Sec. 207, also known as Title II

Public Disclosure Statement

Endicott College MTEL pass rates for the program year 2001-2002 were at 100% in the Communication and Literacy, the Early Childhood, and the Elementary tests. Pass rates for institutions statewide for each test were: Communication and Literacy, reading subtest, 98%; Communication and Literacy, writing subtest, 96%; Early Childhood 94%; and Elementary 93%. For a copy of the Endicott College Institutional Report on Title II Data for 2001–2002, please contact the Executive Assistant to the President, Endicott College.

EARLY CHILDHOOD EDUCATION (preK – Grade 2)

Bachelor of Arts in Liberal Studies:
Early Childhood Education Concentration (preK – Grade 2)

Curriculum Requirements

Required of all Bachelor of Arts Programs

Total Credits Required: 128

<table>
<thead>
<tr>
<th>Credits</th>
<th>Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ED 101</td>
</tr>
<tr>
<td>3</td>
<td>ED 106</td>
</tr>
<tr>
<td>3</td>
<td>ENG 101</td>
</tr>
<tr>
<td>2</td>
<td>INT 100</td>
</tr>
<tr>
<td>3</td>
<td>HST 103-4</td>
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<tr>
<td>3</td>
<td>LA 100</td>
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<tr>
<td>3</td>
<td>PSY 200</td>
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<td>2</td>
<td>INT 200</td>
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<tr>
<td>3</td>
<td>PSY 200</td>
</tr>
<tr>
<td>3</td>
<td>ENG 312</td>
</tr>
<tr>
<td>3</td>
<td>HST 101-2</td>
</tr>
<tr>
<td>3</td>
<td>ED 221</td>
</tr>
<tr>
<td>3</td>
<td>ED 410</td>
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<tr>
<td>3</td>
<td>ED 215</td>
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<tr>
<td>3</td>
<td>ENG 312</td>
</tr>
<tr>
<td>2</td>
<td>HST 101-2</td>
</tr>
</tbody>
</table>

* Core Elective

<table>
<thead>
<tr>
<th>Credits</th>
<th>Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ED 201</td>
</tr>
<tr>
<td>3</td>
<td>ED 207</td>
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<tr>
<td>3</td>
<td>ED 215</td>
</tr>
<tr>
<td>3</td>
<td>ED 221</td>
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<tr>
<td>3</td>
<td>ED 410</td>
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<tr>
<td>3</td>
<td>ENG 312</td>
</tr>
<tr>
<td>3</td>
<td>HST 101-2</td>
</tr>
<tr>
<td>3</td>
<td>PSY 200</td>
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</tbody>
</table>

* Liberal Studies Cluster 2 Elective:

Liberal Studies Cluster 1 Elective:

The Arts

History and Geography
<table>
<thead>
<tr>
<th>Senior Credits</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 401 Practicum and Seminar in Early Childhood Education</td>
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</tr>
<tr>
<td>LA 400 * Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LST 490 * Liberal Studies Capstone</td>
<td>3</td>
</tr>
<tr>
<td>* Core Electives</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Studies Cluster 4 Elective: The Social World</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements. ENG 101, 308, 309, and 312 are Writing Designation courses.

^ Courses that fulfill the cluster requirements can be found on departmental advising sheets.

### ELEME NTARY EDUCATION
(Grades 1–6)

#### Bachelor of Arts in Liberal Studies:

**Elementary Education**

**Concentration (Grades 1 – 6)**

**Curriculum Requirements**

Required of all Bachelor of Arts Programs

Total credit required: 128

<table>
<thead>
<tr>
<th>Freshman Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101 Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 106 Curriculum Frameworks</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 * College Writing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HST 103 United States History I</td>
<td>3</td>
</tr>
<tr>
<td>INT 100 * Internship I</td>
<td>2</td>
</tr>
<tr>
<td>LA 100 * Freshman Seminar</td>
<td>3</td>
</tr>
<tr>
<td>* Lab Science (SCN 115 and SCN 116 recommended)</td>
<td>8</td>
</tr>
<tr>
<td>Liberal Studies Cluster 1 Elective: United States History</td>
<td>3</td>
</tr>
<tr>
<td>* Math (MTH 120 and MTH 126 recommended)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
</tr>
</tbody>
</table>

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements. ENG 101, 308, 309, and 312 are Writing Designation courses.

^ Courses that fulfill the cluster requirements can be found on departmental advising sheets.

#### Education Minor

Students are required to take a minimum of 18 credits as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101 Introduction to Education</td>
</tr>
<tr>
<td>ED 106 Curriculum Frameworks</td>
</tr>
<tr>
<td>PSY 200 Child and Adolescent Psychology</td>
</tr>
<tr>
<td>PSY 300 Classroom Assessment</td>
</tr>
<tr>
<td>ED 203 Introduction to Children with Special Needs</td>
</tr>
<tr>
<td>ED 207 Strategies for Teaching in the Early Childhood Classroom</td>
</tr>
<tr>
<td>or ED 220 Strategies for Teaching in the Elementary Classroom</td>
</tr>
</tbody>
</table>
The mission of the Endicott College School of Nursing and Health Sciences is to prepare nurse generalists through an educational process built upon a combination of theory and practice. The arts, natural and behavioral sciences, and humanities provide a foundation for developing professional competencies. Graduates integrate critical thinking and communication skills in the provision of therapeutic interventions for diverse clients across the age continuum and in a variety of settings. Graduates are prepared to participate in society as educated, socially responsible individuals who respect and appreciate themselves, others and the environment and who are committed to continued personal and professional development.

In the School of Nursing and Health Sciences, clinical education experiences in a variety of settings provide students with the work experience other students might gain through internships. Clinical education experiences provide students with an opportunity to apply what they are learning in the classroom. Nursing students in the Bachelor program take a Nursing course that includes a laboratory and/or clinical experience every year and one four-week internship experience in the senior year. International experiences are also available.

**NURSING Programs of Study**

Endicott College offers a Bachelor of Science with a major in Nursing for students without prior educational background in nursing; the College also offers advanced placement programs for RNs and LPNs interested in earning a Bachelor degree.

**Accreditation**

The Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway – 33rd Floor, New York, NY 10006; telephone: 800-669-1656, ext. 153.

**National Student Nurses Association**

Nursing students have an opportunity to be a member of the National Student Nurses Association at Endicott College. Membership in the professional organization exposes the student to the nursing profession through conferences, journals and service activities.

**BACHELOR OF SCIENCE IN NURSING**

The objectives of the baccalaureate program are to educate nurses who:

1. Think critically about the health needs and problems of individuals, families and communities throughout the life cycle.
2. Use effective communication strategies in professional relationships.
3. Synthesize knowledge from the physical, behavioral, social sciences and humanities into the practice of nursing.
4. Assess their own nursing practice in relation to professional practice standards, ethical considerations and legal implications.
5. Perform therapeutic nursing interventions to promote, maintain, and restore health for diverse clients in a variety of settings, across the health/illness continuum.
6. Develop a commitment to life-long learning, professional development, and active involvement in professional nursing organizations.

The faculty are concerned with assisting the student toward growth and advancement in the dynamic and rapidly changing field of health care. The baccalaureate program provides theoretical components based on the physical, behavioral and biological sciences accompanied by practical clinical application. A strong liberal arts component enhances the student’s ability to understand and influence the individual’s work environment. Clinical nursing courses include extensive clinical experience in such areas as geriatric, medical-surgical, maternity, pediatric, psychiatric, and community health nursing.

The Endicott Nursing program prepares students to take the National Council Examination for Registered Nurses (NCLEX-RN) which graduates must pass to obtain the initial license to practice nursing as a registered nurse (RN). Persons with a court record or past conviction should check with the Board of Registration in Nursing in the state in which they plan to work to determine if their court record will be a barrier to eligibility for licensure as a registered nurse. Once licensed, graduates are then able to be employed in a variety of settings such as community health agencies, schools, hospitals, and long term care facilities.

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 in nursing. The College has articulation agreements with NLNAC-accredited Associate degree programs to facilitate the transition of graduates from those schools to Endicott College.
Clinical Education Experiences

Clinical nursing courses allow students to apply what they are learning in class in a clinical setting on a weekly basis throughout the semester. In addition, students have opportunities to work independently with a nurse preceptor during internship experiences. Clinical settings vary widely depending on the course objectives. Clinical sites might include schools, home care agencies, clinics, public health departments, adult day care programs, and wellness centers as well as hospitals, rehabilitation centers and long term care facilities.

Examples of Clinical Education Experiences

While learning about pediatric nursing, students care for children in the hospital and in classrooms for children with multiple handicaps. Students may also have the opportunity to spend a day at the Dana-Farber Cancer Institute in Boston and to attend a program at the Shriner’s Burn Institute.

The majority of the clinical experiences related to maternity nursing are in the hospital where students provide nursing care to childbearing families during labor, birth, and after birth. In addition, students work with nurses in an obstetrician’s office or may accompany nurses who make home visits to families.

During clinical experiences in an acute care hospital, students care for a variety of patients with medical and/or surgical problems. Students are responsible for assessing their patient, planning and providing care including such activities as giving medications, changing dressings, and evaluating the care they give. They have the opportunity to observe surgery. In other acute care settings, students have experiences in the Intensive Care Unit and on telemetry units using technology to assist with patient care.

While learning about psychosocial nursing students care for clients in hospital based mental health settings where they can explore the range of services available including: acute care, emergency psychiatric services, substance abuse services, and day treatment-outpatient programs. Students also participate in enrichment experiences in community based facilities to provide a broader view of psychosocial nursing.

Community health clinical experiences are varied. In the public schools students perform vision and hearing screening and assist the school nurse with triage. Students care for patients in their homes through a visiting nurse association and make home visits with a hospice nurse. Students may also participate in flu clinics and tuberculosis screening programs run by local boards of health.

Selected Clinical Affiliations

To ensure strong clinical placements, Endicott has formed affiliations with Lahey Clinic Hospital (Burlington), Beverly, North Shore Children’s, Bayridge, Massachusetts General, and Boston Children’s Hospitals; North Shore Medical Center; Shaugnessy-Kaplan Rehabilitation Center; Dana-Farber Cancer Institute, Boston; Seacoast Nursing and Retirement Center; Kindred Hospital; Peabody, Beverly, Salem and Lawrence Public Schools; the North Shore Education Consortium; VNA Care Network; North Shore Community Health Center; and Hospice of the North Shore.

Bachelor of Science in Nursing

<table>
<thead>
<tr>
<th>CURRICULUM REQUIREMENTS</th>
<th>Total Credits Required: 128</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>LA 100</td>
<td>* Freshman Seminar 3</td>
</tr>
<tr>
<td>NU 110</td>
<td>Introduction to Professional Nursing 3</td>
</tr>
<tr>
<td>PE 210</td>
<td>Nutrition 3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>* General Psychology or</td>
</tr>
<tr>
<td>PSY 220</td>
<td>* Psychological Perspectives 3</td>
</tr>
<tr>
<td>PSY 110</td>
<td>* Lifespan 3</td>
</tr>
<tr>
<td>SCN 201</td>
<td>* Anatomy and Physiology I 4</td>
</tr>
<tr>
<td>SCN 202</td>
<td>* Anatomy and Physiology II 4</td>
</tr>
<tr>
<td></td>
<td>* Arts and Humanities Core Requirements 6</td>
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<tr>
<td></td>
<td>Free Elective 3</td>
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<tr>
<td><strong>Sophomore</strong></td>
<td></td>
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<tr>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>MTH 126</td>
<td>* Applied Statistics</td>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MTH 210</td>
<td>* Quantitative Reasoning 3</td>
</tr>
<tr>
<td>NU 210</td>
<td>Fundamentals of Nursing 5</td>
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<tr>
<td>NU 211</td>
<td>Care of Adults 8</td>
</tr>
<tr>
<td>NU 212</td>
<td>^LPN Role Transition (LPN’s only) (4)</td>
</tr>
<tr>
<td>NU 230</td>
<td>Health Assessment 3</td>
</tr>
<tr>
<td>NU 307</td>
<td>Pharmacology 3</td>
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<tr>
<td>SCN 207</td>
<td>Microbiology 4</td>
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<tr>
<td>SCN 335</td>
<td>Pathophysiology 3</td>
</tr>
<tr>
<td></td>
<td>* Social Science Core Requirement 3</td>
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<tr>
<td><strong>Junior</strong></td>
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<tr>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>NU 305</td>
<td>^RN Role Transition (RN’s only) (3)</td>
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<tr>
<td>NU 306</td>
<td>Nursing Research 3</td>
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<tr>
<td>NU 309</td>
<td>Care of Children 5</td>
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<tr>
<td>NU 310</td>
<td>Care of Childbearing Families 5</td>
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<tr>
<td>NU 311</td>
<td>Psychosocial Nursing 8</td>
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<tr>
<td></td>
<td>* Arts and Humanities Core Requirement 3</td>
</tr>
<tr>
<td></td>
<td>* Core Electives 9</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>INT 400</td>
<td>Nursing Internship and Seminar 2</td>
</tr>
<tr>
<td>LA 400</td>
<td>* Senior Seminar 3</td>
</tr>
<tr>
<td>NU 408</td>
<td>Leadership and Management in Nsg. 3</td>
</tr>
<tr>
<td>NU 410</td>
<td>Acute Care Nursing 8</td>
</tr>
<tr>
<td>NU 411</td>
<td>Community Health Nursing 8</td>
</tr>
<tr>
<td>NU 415</td>
<td>* Nursing Capstone 3</td>
</tr>
<tr>
<td></td>
<td>* Core Elective 3</td>
</tr>
</tbody>
</table>

*Core Electives 9

^Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

^Upon successful completion of NU 305 – RN Role Transition, Registered Nurses will receive 3 credits for each course and up to 39 credits for the Nursing courses taken in their basic Nursing program in lieu of taking INT 400, NU 210, NU 211, NU 309, NU 310, and NU 311.

^^Upon successful completion of NU 212 – LPN Role Transition, Licensed Practical Nurses will receive 4 credits for the course and 9 credits for previous Nursing courses in lieu of taking NU 210 and NU 211.
Requirements for the Nursing Program

A. Applicants desiring admission into the Endicott College Nursing program must meet the following criteria:

- **Prerequisite Courses**
  The minimum science requirement for admission is one year of high school chemistry with a lab and one year of high school biology or anatomy and physiology with a lab, or equivalent higher-level laboratory science courses.
  The minimum math requirement for admission is two years of high school algebra and one year of high school geometry, or equivalent higher-level math courses.

- **RN applicants must meet the requirements outlined in the section of the Catalog entitled “RN Admission Criteria.”**

- **LPN applicants must meet the requirements outlined in the section of the Catalog entitled “Accelerated Programs for LPNs.”**

- **Transfer Credit**
  Students who seek to transfer from another school must have a GPA of 2.5 or better.
  Transfer credit for science courses is awarded only if the course was completed within seven (7) years of matriculation at Endicott.
  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.

  Please note:
  A maximum of 85 credits may be transferred to Endicott College. One-hundred-twenty-eight (128) credits are required to earn a Bachelor of Science with a major in Nursing of which a minimum of 43 credits must be completed at Endicott. Twenty-four (24) of the last 30 credits must be taken at Endicott to receive a degree.
  Students’ cumulative grade point averages are determined only by courses taken at Endicott.

B. **Current CPR Certification, Immunization, and TB Clearance.**

American Heart Association CPR for the Healthcare Provider (Level C) is required of all students prior to beginning each clinical course. Students are required to be certified in infant, child, and one-person and two-person adult CPR. Immunization and TB clearance is required. Proof of two measles, mumps, and rubella (MMR) vaccinations, completion of the Hepatitis B vaccination series, documentation of a varicella (chicken pox) antibody titer or two immunizations with varivax, a tetanus/diptheria booster within ten years, and proof of tuberculosis non-infectivity must be documented and on file in the College Health Service.

C. **CORI Check and Drug/Alcohol Screening**

Some clinical agencies require students and faculty to have a Criminal Offenders Records Information (CORI) check and/or agree to be subject to drug/alcohol screening prior to participation in a clinical education experience at their agency.

D. **Technical Standards**

In order to register for classes, and before you can be officially enrolled in the Nursing program, you must sign a form that states you meet the technical standards that are listed in the Department of Nursing Student Manual. The documents may be obtained from the Nursing Department Office before or during Orientation.

E. **Transportation to Clinical Sites**

Students are responsible for their own transportation to clinical experiences.

F. **Full-time Status**

All students, except RNs, must be enrolled as full-time students.**

**Students who may be qualified for part-time enrollment will be reviewed on an individual basis.
It is mandatory that the Nursing courses required for each semester all be taken simultaneously within that semester.

G. **Relationship of Credits to Class Hours**

One credit of class is equivalent to one 50-minute class per week.
One credit of laboratory is equivalent to two or three, 50-minute laboratory sessions per week, depending on the course.
One credit of clinical is equivalent to three, 60-minute sessions of clinical experience per week.

H. **Promotion and Graduation**

Students must achieve a “C” or better in all nursing courses and the sciences to remain in the Nursing major. To obtain a “C” in a nursing course requires an average of 75 or better. Students must also have a 2.5 GPA at the College to progress in the program and be recommended for graduation.
Nursing students may repeat one science course (once) and one nursing course (once), and remain in the nursing major. The student may not enroll in other Nursing courses until earning a “C” or better in the repeated course. At selected points in the program students must pass a comprehensive examination in order to continue in the major. Students must also pass a computerized, comprehensive exit exam in order to be recommended for graduation.

**RN Admission Criteria**

Registered nurses desiring admission into the Endicott College Bachelor degree program must meet the following criteria:

1. Graduation, with a GPA of 2.5 or better, from an NLNAC accredited Associate degree or diploma nursing program within five years of matriculation at Endicott College, and
2. Current RN licensure in Massachusetts.

Applicants who completed their basic nursing program more than five years ago or who did not graduate from an NLNAC accredited program must successfully complete proficiency exams within five years of matriculation at Endicott.
Proficiency examinations must be completed 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; Care of the Client with a Mental Disorder with a decision score of 75 or better on each exam.

Applicants who have two years (full-time equivalent) clinical experience within the last five years may request a waiver for the related portion of the proficiency exam.

Registered Nurses only may receive credit through:

<table>
<thead>
<tr>
<th>NLN Exam</th>
<th>Credits</th>
<th>In lieu of</th>
<th>Min. Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>8</td>
<td>SCN 201, 202 (A&amp;P I &amp; II)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
<td>SCN 207, (Microbiology)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Pharmacology in Clinical Nursing</td>
<td>3</td>
<td>NU 307, (Pharmacology)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Diet Therapy and Nutrition</td>
<td>3</td>
<td>PE 210, Nutrition</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Institutional Challenge Exam Credit

Pathophysiology | 3 | SCN 335 (Pathophysiology) | 75 |

Note:

Enrollment of RNs in the Bachelor program is on a space-available basis.

Accelerated Program for LPNs

LPNs may attain advanced placement in the Bachelor degree Nursing program, upon completion of the following steps:

- Graduation from a state approved school of practical nursing with a GPA of “C” or better;
- One year of successful employment as a Licensed Practical Nurse;
- Successful completion of the NLN Nursing Acceleration Challenge Exams (ACE) I PN–RN – Foundations of Nursing with a decision score of 75 or better;
- Prior to taking NU 212 – LPN Role Transition, students must complete the non-nursing courses required in the first year of the Nursing program, plus Microbiology, with a GPA of 2.5 or better;
- Completion of NU 212 – LPN Role Transition with a grade of “C” or better.

Upon successful completion of the NLN Acceleration Challenge Exams (ACE) I PN–RN – Foundations of Nursing and NU 212 – LPN Role Transition, students will be awarded nine (9) transfer credits for nursing course work in their LPN program plus the four (4) credits they earn by completing the Transition course.

Note: Enrollment of LPNs in the Bachelor program is on a space-available basis. All students in the Bachelor program, with the exception of RNs, must be enrolled as full-time students.
School of Hospitality and Tourism Administration

The School of Hospitality and Tourism Administration is committed to providing an innovative and progressive experience to students interested in making a career in the hospitality and tourism industry. In addition to professional expertise, graduates of the Hospitality and Tourism Administration degree program will have the breadth of knowledge that comes from studying in a liberal arts environment. This will enable them to adapt and contribute to the dynamic changes taking place in the hospitality industry.

The World Travel and Tourism Council estimates that, in the next few years, hospitality and tourism will generate approximately 7.2 trillion dollars. In employment terms, this is likely to create some 5.5 million jobs each year until 2010. It is a rapidly diversified phenomenon, with opportunities in terms of resorts, events, spas, conferences, clubs, cruising, training, wedding planning, and consulting.

Flexibility is foremost in the Hospitality Program, which enables students to explore industry fundamentals through the disciplines of organizational and strategic management, marketing, cost controls, and much more. Students may elect to expand their focus on culinary arts by applying hands-on learning in Endicott’s restaurant, La Chanterelle, the non-traditional classroom.

International opportunities are a key aspect of the educational experience within the School of Hospitality and Tourism Administration. Students can spend a semester at the world-class Les Roches Hotel Management School in Switzerland, or choose to study in England, Mexico, Greece, Spain, or Australia.

The opportunities are considerable. The mix of theory and practice, the liberal arts setting for professional courses, and the focus on developing the talents of each individual mean that Endicott is increasingly recognized as a progressive leader in the field of hospitality and tourism education.

The School of Hospitality and Tourism Administration is committed to fostering personal and professional growth through effective teaching and mentoring. Hospitality students have the opportunity to become members of the Eta Sigma Delta (ESD) honor society, sponsored by the International Council of Hotel, Restaurant, and Institutional Educators (I-CHRIE). Graduates hold positions as leaders and innovators in a wide range of organizational settings with major international companies or their own businesses.

HOSPITALITY AND TOURISM ADMINISTRATION

Program of Study

The Hospitality and Tourism Administration curriculum allows students to take a mix of courses that reflect their individual talents and interests. Through the development of interpersonal, professional and entrepreneurial skills, students are prepared for leadership roles in industry.

Although students are required to take a number of hospitality and core curriculum courses, they also have the opportunity of choosing electives from Hospitality and other Schools of the College. This allows students to design a course mix that is appropriate to their interests and aspirations and reflects the diversity of opportunities that exist in the hospitality and tourism field. Greater course choice is given in junior and senior years when students will want to consider more specialized career pathways.

The Endicott mission of internships and applied learning is emphasized within the School of Hospitality and Tourism Administration. The one-month internships in freshman and sophomore years allow students to gain initial experience and ideas in terms of possible career goals. The semester-long internship is an opportunity to have a more substantive experience in a local, national or international setting. Students who take a study abroad semester at one of Endicott’s partner colleges in Europe have the possibility to participate in an international internship. In a global economy, international experience provides a competitive advantage in the job market.

Examples of Hospitality Internship sites:
Balsams Hotel and Resort
Boston Harbor Hotel
Caracas Hilton – Venezuela
The Cliff House
The Country Club
Greater Boston Convention and Visitors Bureau
Four Seasons Hotels
Hawthorne Hotel
Hyatt Hotels International
Jupiter Island Club
Marriott Hotels
Massachusetts State Tourism Division
New York Rangers Association
Ritz Carlton Hotels
Starwoods Hotels and Resorts
Top of the Hub
Walt Disney World Resort
Westin Hotels
# Bachelor of Science in Hospitality and Tourism Administration

## Curriculum Requirements

**Total Credits Required: 126–128**

### Freshman Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HTA 101</td>
<td>Foundations of Hospitality and Tourism I</td>
<td>3</td>
</tr>
<tr>
<td>HTA 105</td>
<td>Concepts of Food and Beverage</td>
<td>3</td>
</tr>
<tr>
<td>HTA 108</td>
<td>Rooms Division Management</td>
<td>3</td>
</tr>
<tr>
<td>HTA 110</td>
<td>Service Management</td>
<td>3</td>
</tr>
<tr>
<td>HTA 116</td>
<td>Hospitality Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>INT 100</td>
<td>Internship I</td>
<td>2</td>
</tr>
<tr>
<td>LA 100</td>
<td>* Freshman Seminar</td>
<td>3</td>
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<td></td>
<td>* Arts and Humanities Core Requirement</td>
<td>3</td>
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<tr>
<td></td>
<td>Free Elective</td>
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<tr>
<td></td>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
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<tr>
<td></td>
<td>* Social Science Core Requirement</td>
<td>3</td>
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<td></td>
<td></td>
<td>32–33</td>
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### Sophomore Credits

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<th>Course</th>
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<tbody>
<tr>
<td>HTA 213</td>
<td>International Hospitality Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HTA 220</td>
<td>Foundations of Hospitality and Tourism II</td>
<td>3</td>
</tr>
<tr>
<td>HTA 225</td>
<td>Hospitality Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>HTA 250</td>
<td>Restaurant Management</td>
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<td>INT 200</td>
<td>Internship II</td>
<td>2</td>
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<td>* Arts and Humanities Core Requirements</td>
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<tr>
<td></td>
<td>* Core Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>* Science and Math Core Requirement</td>
<td>3–4</td>
</tr>
<tr>
<td></td>
<td>* Social Science Core Requirements</td>
<td>6</td>
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<td></td>
<td>32–33</td>
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### Junior Credits

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<tr>
<td>HTA 314</td>
<td>Cultural and Economic Impact of Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HTA 318</td>
<td>Events Management</td>
<td>3</td>
</tr>
<tr>
<td>HTA 360</td>
<td>Hospitality Legal Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>INT 300</td>
<td>Portfolio</td>
<td>2</td>
</tr>
<tr>
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<td>* Core Electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
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<td></td>
<td>Hospitality Electives</td>
<td>6</td>
</tr>
<tr>
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<td>* Science and Math Core Requirement</td>
<td>3–4</td>
</tr>
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</tbody>
</table>

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

## Hospitality and Tourism Administration Minor

The School Hospitality and Tourism Administration offers a minor that will allow students from other disciplines to develop competencies that will allow them to be successful in the hospitality industry. Obtaining a minor requires the fulfillment of the following classes.

Students should select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTA 101</td>
<td>Foundations of Hospitality and Tourism I</td>
<td></td>
</tr>
<tr>
<td>HTA 108</td>
<td>Rooms Division Management</td>
<td></td>
</tr>
<tr>
<td>HTA 110</td>
<td>Service Management</td>
<td></td>
</tr>
<tr>
<td>HTA 240</td>
<td>Culinary Arts Operations</td>
<td></td>
</tr>
<tr>
<td>HTA 318</td>
<td>Events Management</td>
<td></td>
</tr>
<tr>
<td>HTA 360</td>
<td>Hospitality and Legal Perspectives</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTA 314</td>
<td>Cultural and Economic Impact of Tourism</td>
<td></td>
</tr>
<tr>
<td>HTA 360</td>
<td>Hospitality and Legal Perspectives</td>
<td></td>
</tr>
</tbody>
</table>

Students will be required to earn six (6) additional credits in Hospitality designated classes.
The Information and Computer Technology Program of Study is administered by the Division of Academic Resources. The program is the study, design, development, implementation, and support or management of computer-based information systems. The overwhelming majority of businesses, organizations, schools, and government agencies are affected in some way by the work of Information Technology professionals. The Information and Computer Technology Degree Program is designed to prepare students to participate in the rapidly changing world of Information Technology. Endicott College recognizes the importance of educating students who understand Information Technology and its applications in education, business and government, and who can apply the technologies to meet the existing and future needs of users in organizations throughout society.

The required coursework prepares students to enter the Information Technology professions in areas such as network and database management, web site development, programming, digital media, and electronic publishing. Students study theories and principles of Information Technology to facilitate adaptation of new technology and software.

In summary, the ICT degree program offers courses that develop the following:

1. Competencies and knowledge in a range of contemporary information technology applications, systems, and media.
2. An understanding of how technology is used in society today.
3. An ability to assess user needs and to communicate satisfactory solutions.
4. An understanding of the social, economic, and aesthetic dimensions of information technology in the world today.

Internship Opportunities

Students take advantage of the many internship opportunities that exist for them in high technology companies, as well as in organizations that utilize Information Technology in their day to day operations. Each year students participate in an IT internship. The Internship is a key element in providing IT students with experience in their chosen field.
INFORMATION AND COMPUTER TECHNOLOGY
Program of Study

The required courses in the ICT Program engage students in an overview of the history, current status and the future directions of Information Technology, as well as its social impact. Students begin their study of Information and Computer Technology with Introduction to Computer and Information Technology. They then proceed to the next set of courses where they will learn some of the basic theories, principles and practices in current programming for computer and internet applications, while also developing knowledge and expertise in digital multimedia production and development. These courses include: Object Oriented Programming, Database Management, Web Site Design and Programming, Network Management, Visual Programming, Cybersecurity, Technical Forecasting, and Project Management. Students are encouraged to take courses in Information and Computer Technology applications in other disciplines.

Bachelor of Science in Information and Computer Technology:

CURRICULUM REQUIREMENTS

Total Credits Required: 126–128

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT 101</td>
<td>Introduction to ICT 3</td>
</tr>
<tr>
<td>ICT 200</td>
<td>Web Design and Programming 3</td>
</tr>
<tr>
<td>INT 100</td>
<td>Internship I 2</td>
</tr>
<tr>
<td>LA 100</td>
<td>* Freshman Seminar 3</td>
</tr>
<tr>
<td>MTH 200</td>
<td>* Discrete Math 3</td>
</tr>
<tr>
<td></td>
<td>* Arts and Humanities Core Requirement 3</td>
</tr>
<tr>
<td></td>
<td>* Math Core Requirement 3</td>
</tr>
<tr>
<td></td>
<td>* Science Core Requirement 3–4</td>
</tr>
<tr>
<td></td>
<td>* Social Science Core Requirement 3</td>
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<tr>
<td></td>
<td>Free Electives 6</td>
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<table>
<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>ICT 260</td>
<td>Introduction to Visual Programming 3</td>
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<tr>
<td>ICT 261</td>
<td>Visual Programming II 3</td>
</tr>
<tr>
<td>ICT 340</td>
<td>Database Management 3</td>
</tr>
<tr>
<td>ICT 390</td>
<td>* Cybersecurity 3</td>
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<tr>
<td>INT 200</td>
<td>Internship II 2</td>
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<td></td>
<td>* Arts and Humanities Core Requirements 6</td>
</tr>
<tr>
<td></td>
<td>* Core Electives 6</td>
</tr>
<tr>
<td></td>
<td>* Social Science Core Requirement 3</td>
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<td></td>
<td>Free Elective 3</td>
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<thead>
<tr>
<th>Junior</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ICT 320</td>
<td>Communicating in the IT World 3</td>
</tr>
<tr>
<td>ICT 325</td>
<td>Emerging Technologies/Forecasting 3</td>
</tr>
<tr>
<td>ICT 330</td>
<td>* Information Technology and Society 3</td>
</tr>
<tr>
<td>ICT 350</td>
<td>Network Operations Management 3</td>
</tr>
<tr>
<td>ICT 360</td>
<td>Object-Oriented Modeling 3</td>
</tr>
<tr>
<td>ICT 380</td>
<td>Operating Systems 3</td>
</tr>
<tr>
<td>INT 300</td>
<td>Portfolio 2</td>
</tr>
<tr>
<td></td>
<td>* Core Electives 6</td>
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<td></td>
<td>Free Electives 6</td>
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<td></td>
<td>32</td>
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<table>
<thead>
<tr>
<th>Senior</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ICT 401</td>
<td>Advanced Web Design and Programming 3</td>
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<tr>
<td>ICT 430</td>
<td>* Information Systems Analysis 3</td>
</tr>
<tr>
<td>ICT 450</td>
<td>Telecommunications and Wide Area Networks 3</td>
</tr>
<tr>
<td>ICT 480</td>
<td>Semester Internship 12</td>
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<tr>
<td>ICT 490</td>
<td>* ICT Capstone 3</td>
</tr>
<tr>
<td>LA 400</td>
<td>* Senior Seminar 3</td>
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<td>Free Elective 3</td>
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<tr>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

Information and Computer Technology Minor

Students are required to take 18 credits as follows:

| ICT 101 | Introduction to ICT 3 |
| ICT 200 | Website Development and Programming 3 |
| ICT 350 | Network Operations Management 3 |
|minimum of nine (9) additional ICT credits 9 |
School of Sport Science and Fitness Studies

Within the School of Sport Science and Fitness Studies, students select innovative majors in Athletic Training and Sport Management. Over the last thirty years, the sport science field has evolved into a professional enterprise. Consequently, the knowledge base in the sport science disciplines have increased in both depth and breadth. These developments and adaptations within the sports domain are reflected in the interdisciplinary program specializations.

With today’s dynamic and changing sports industry, our mission is to prepare students to learn theoretical concepts in the traditional classroom setting and to acquire practical knowledge through the internship/clinical component. Under the direction of the Sport Science and Fitness Studies faculty and staff, students select internship and clinical experiences that match their interests, needs, and capabilities.

A special feature of our programs of study is our affiliation with the Endicott College Athletic Department which broadens and increases opportunities within the sports field. As part of the Bachelor degree requirements, student athletic trainers work under the direct supervision of the Athletic Training Staff and sport management students serve as contest managers, tournament organizers, and event coordinators for athletic events on campus.

Sport Science and Fitness Studies students are actively involved in the Athletic Training and Sport Management Clubs. The Athletic Training Club has initiated a lecture series devoted to special topics in the field of sports medicine and allied health. The Sports Activities Club sponsored and assisted in the management of the 1996 Northeast Regional Intercollegiate Racquetball Tournament, organized the 1999 Basketball Blast Off, and organized the 2001 Gender Equity Seminar.

After completion of the Bachelor of Science degree, athletic training students are eligible to sit for the NATA-BOC Certification Examination. The certified Athletic Trainer seeks employment with high school athletics, college and university athletics, corporate health programs, sports medicine and rehabilitation clinics, as well as professional sports teams. Sport Management students are prepared to utilize their acquired skills in many settings including intercollegiate athletics, professional/amateur sports organizations, facility management, corporate sponsorship, event planning, and health/fitness management.

As we move through the 21st century, career opportunities in athletic training, sports management, health, fitness, sports medicine, athletics, and facility management will continue to expand. Endicott’s commitment to a solid academic curriculum and extensive practical training provides students with both classroom and professional experiences necessary for entry into these fields.

Physical Education Teacher Training

The College currently offers the Bachelor of Science degree in Physical Education. This new program of study prepares students for careers as physical education teachers and satisfies the requirements for teacher licensure in the Commonwealth of Massachusetts.

ATHLETIC TRAINING Program of Study

Accreditation

The Athletic Training Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Requirements

Requirements for the Athletic Training Program are as follows:

A. SAT Scores
A combined score of 1,000 is the minimum required for tests taken after April, 1995. SAT results from testing prior to April, 1995 must be a minimum combined score of 800. Exceptions can be made at the discretion of the Department Chair.

B. Promotion and Graduation
Students must achieve a “C+” (77) or better in all athletic training courses and sciences. Students must also have a 2.5 GPA at the beginning of their junior year to be promoted and graduated from Endicott College. At selected points in the program, students must pass a comprehensive examination to continue in the major.

C. Clinical Sites
The Chair of Athletic Training places students in formal clinical sites. Students gain a variety of clinical experiences under the direct supervision of Endicott’s certified athletic training staff and through placements at our formal affiliations with high schools, colleges, and sports medicine clinics.

D. Transportation to Clinical Sites
Students are responsible for their own transportation to clinical sites.

E. Transfer Students
(where the student is transferring from another athletic training program) Transfer students from another college must present a course description of each athletic training course taken and a transcript from the previous program for evaluation by the Athletic Training Curriculum Committee. A grade of “C+” or better is required for transfer credit to be considered for all Athletic Training courses and science courses.
F. Technical Standards

In order to register for classes and before you can be officially enrolled in the athletic training program, you must sign the form that states that you meet the technical standards for the Athletic Training program, which is required by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This form may be obtained from the Athletic Training Student Manual and the Endicott College website.

G. Full-time Status

All students in the Athletic Training program must be enrolled as full-time students.

The Athletic Training program meets all eligibility requirements to sit for the National Athletic Trainers’ Association Board of Certification Examination.

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**Bachelor of Science in Athletic Training**

**CURRICULUM REQUIREMENTS**

Total Credits Required: 128

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>Advanced Athletic Training</td>
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<td>Personal and Community Health</td>
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<td>PE 234</td>
<td>Strength and Conditioning</td>
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* Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

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**SPORT MANAGEMENT Program of Study**

The Sport Management Program is approved by the Sport Management Review Council of the National Association of Sport and Physical Education and North American Society for Sport Management (NASPE-NASSM).

Sport Management courses provide students with the skills necessary to research and select appropriate internship experiences. The internships and practical requirements throughout the four-year program allow students to familiarize themselves with the operations of a wide array of sport organizations.

**Examples of Sport Management Internships:**

- New England Professional Golfer’s Association
- Worcester Ice Cats – AHL Franchise
- Basketball Hall of Fame – Public Relations
- Boston Sports & Social Clubs – Event Programming
- Salem Country Club – Golf Operations
- United States Olympics – Atlanta Games
- Orlando Magic Basketball – Sports Marketing
- Massachusetts Special Olympics – Volunteer Services
- Boston University – Athletics and Media Relations
- Boston Celtics – Media Relations
- Boston Bruins – Media Relations
- University of New Hampshire – Whittemore Center
- San Antonio Spurs – Basketball Operations
- Pawtucket Red Sox
- Manchester Monarchs, AHL Franchise
- Sondico, Soccer Merchandising
- The Pingree School, Athletic Administration
- WUSA Boston Breakers
# Bachelor of Science in Sport Management

## CURRICULUM REQUIREMENTS

**Total Credits Required: 126–128**

<table>
<thead>
<tr>
<th>Class</th>
<th>Course</th>
<th>Credits</th>
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<td>SM 306 Psychology of Sport (PSY 306)</td>
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<td>SM 315 Philosophy and Sport</td>
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<td>SM 325 Sport and the Media</td>
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</table>

*Satisfies Core Requirement

Note: Three Writing Designation courses must be taken to satisfy general education requirements.

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### Sport Management Electives:

Students may select four (4) courses from any area of interest at the College. Advisors encourage students to explore their individual interests within or outside of the discipline to support internship and career goals. Students specialize in many diverse areas such as Coaching, Communication, or Psychology. The purpose of the directed electives is to allow students the freedom to complete courses that are personally satisfying and enriching.

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# COACHING CERTIFICATION

## Program of Study

The Coaching Certification Program provides students with knowledge in the care and prevention of injury, principles associated with coaching, basic nutritional guidelines, personal health issues, sports medicine, and the role of sports in society. In addition, sport-specific field experiences assist in the development of practice organization, coaching techniques, and strategies. Students who wish to become certified in coaching by the School of Sport Science and Fitness Studies must complete a separate application with the Dean of the Division.

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## Coaching Certification

### CURRICULUM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>PE 110 First Aid and Safety</td>
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<tr>
<td>PE 201 Aspects of Coaching</td>
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<td>PE 208 Personal and Community Health</td>
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<td>PE 210 Nutrition</td>
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<td>PE 255 Concepts of Athletic Training</td>
<td>3</td>
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<td>PE 400 Coaching Practicum</td>
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</table>
Endicott College offers a physical education program for teacher licensure to meet the standards required by the Massachusetts Department of Education. Students who complete this program will receive a license to teach physical education at two levels: Pre-K through grade 8 and grades 5 through 12.

## Bachelor of Science in Physical Education Teacher Licensure

### CURRICULUM REQUIREMENTS

<table>
<thead>
<tr>
<th>Total Credits Required: 126–128</th>
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#### Freshman Credits

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<td>INT 100 Internship I</td>
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<tr>
<td>LA 100 * Freshman Seminar</td>
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<tr>
<td>PE 101 Foundations of Pedagogy</td>
<td>3</td>
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<td>PSY 110 * Lifespan Development</td>
<td>3</td>
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<td>SCN 201 * Anatomy and Physiology I</td>
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<td>SCN 202 * Anatomy and Physiology II</td>
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<td>* Science and Math Core Requirements</td>
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Total Credits: 34

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<td>PE 205 Strategies in Physical Education</td>
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<td>PE 208 Personal &amp; Community Health</td>
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<td>PE 220 Motor Development</td>
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<td>PE 225 Motor Learning</td>
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Total Credits: 32

#### Junior Credits

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<td>PE 302 Dynamics of Human Movement II</td>
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<td>PE 303 + Evaluation and Assessment</td>
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<td>PE 310 Elementary Physical Education Methods</td>
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<td>PE 315 Secondary Physical Education Methods</td>
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<td>PE 321 Adapted Physical Education I</td>
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<td>PE 371 Fitness Lifespan</td>
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<td>PSY 300 Evaluation &amp; Measurement</td>
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Total Credits: 32

#### Senior Credits

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<td>PE 480 ++ Physical Education Practicum</td>
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<td>PE 490 Physical Education Capstone</td>
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<td>SM 306 Psychology of Sport</td>
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Total Credits: 30

* Satisfies Core Requirement
+ Pending Approval

Note: Three Writing Designation courses must be taken to satisfy general education requirements.
COURSE Descriptions
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 the Arts and Humanities core requirement.

AMS 225  Salem Witch Trials  3 cr.
See course description for HST 225.

AMS 340  Women in American History and Culture  3 cr.
Surveys the history of American women from the colonial era to the present, analyzing their struggles for gender equity and gains in business, education, politics, athletics and other realms. The course examines women’s movements in the nineteenth and twentieth centuries, and the portrayal of women in the media. Adopting a multicultural and multiregional perspective, the course compares and contrasts the experiences of women differentiated by race, ethnicity, class, and geographic region. Satisfies the Social Science core requirement.

AMS 350  The Automobile in American Life  3 cr.
See course description for HST 350. Satisfies the Social Science core requirement.

Art

ART 101  Art in Society: Prehistory to 1400  3 cr.
Examines the production of art from the prehistoric (40,000 BCE) through the Medieval Period (1400 CE). Examines art from a variety of cultures and geographic regions. Introduces students to the conventional designations of stylistic periods, treats major works and artists in this span of time, and familiarizes the student with the traditional methods of art history. Satisfies the Arts and Humanities core requirement. (Previously called History of Art I.)

ART 102  Art in Society: 1400 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 the Arts and Humanities core requirement. (Previously called History of Art II.)

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 the Arts and Humanities core requirement.

ART 106  Drawing and Composition II  3 cr.
Foundation-Drawing emphasis on advanced tasks, skills, and decision-making. Focus on still-life, landscape, figurative, and mediated sources. Use of black and white or color charcoal, pastel, pencil, inks, photos. Prerequisite: ART 105. Satisfies the Arts and Humanities core requirement.

ART 110  Cultural and Historic Perspectives in Creative Arts Therapy  3 cr.
The ancient and contemporary history of creative arts therapy will be synthesized in this introductory course to professional practice. Current standards and future directions for the profession will be based on studies of the healing aspects of the arts. Satisfies the Social Science core requirement.

ART 115  Foundations of Design  3 cr.
“Making things to be seen and seeing what is to be seen.” An introduction to the language of vision including the elements of design, principles of organization and the uses of vision. Process and procedure stressed in the development of visually effective solutions to assigned projects. The projects are focused on black and white and the normal value of hues.

ART 121  Ceramics I  3 cr.
An appreciation of the craft is developed through an understanding of the basic methods and techniques of designing and creating with clay as a medium. Satisfies the Arts and Humanities core requirement.

ART 123  Foundation Seminar  3 cr.
Introduces students to the conceptual aspects of art production. Models cross-disciplinary learning in the Division of Art and Design through intense investigation of four main areas: aesthetics, history, practice, and theory. Subtopics include the ethics of the art world, materials and techniques, and interdisciplinary applications to art making.

ART 200  History of Photography  3 cr.
A survey of the legacy of photography since 1837. Technical advances, artistic expression, and documentary photography will be studied in relation to the special and artistic movements of the nineteenth and twentieth centuries. Leaders in the field of photography and their impact on mass communications will be emphasized. Satisfies the Arts and Humanities core requirement.

ART 201  Painting I  3 cr.
An exploration of painting with respect to drawing and design elements, and the creative use of materials and techniques. Work from a variety of subject matter sources. Satisfies the Arts and Humanities core requirement.

ART 202  Painting II  3 cr.
Painting requires skills in drawing and design. With the medium of oil paint the student will work from observation, memory, imagination and other sources. Experimentation with the medium to explore a range of descriptive and expressive effects. Analysis of paintings from different periods of art history. Prerequisite: ART 201.

ART 205  Three-Dimensional Design I: Foundations  3 cr.
An introduction to the language of three dimensional experience. An investigation by means of studio projects of the concepts, principles and processes used to generate experientially effective, three-dimensional structures-in-space and structures-of-space. Different applications of principles of three dimensional design will be considered, including package and product design, interiors, architecture, and landscaping.

ART 206  Three-Dimensional Design II: Applications  3 cr.
Advanced studio projects in sculptural form and architectural form. Prerequisite: ART 205 or permission of instructor.

ART 207  Color Theory and Light (Spring)  3 cr.
An investigation into the physics and application of color, and how artists and designers control colors’ many characteristics. Students will learn how colors interact and affect each other, and how to apply this knowledge to many aspects of Art and Design. The course will ascertain why it is we have preferences for certain colors and combinations of colors. The historical foundations for color usage are to be examined. Satisfies the Arts and Humanities core requirement.

ART 209  Creative Arts Therapy Studio I  3 cr.
Within a studio setting, students explore the therapeutic aspects of the art experience. Materials and varied artistic media will be explored with the goal of studying their therapeutic effects. In addition, the combined use of artistic media will be examined.

ART 210  Integrating Theory and Practice in Creative Arts Therapy  3 cr.
Students will bridge art and main stream psychology while learning the language of creative healing. With the use of several modalities, the focus will be experiential and theoretical teachings in the structuring, facilitating and processing of clinical art therapy groups. Prerequisites: ART 110, PSY 100, or permission of instructor.

ART 212  Sculpture  3 cr.
The emphasis of Sculpture will be assigned studio projects in additive and subtractive sculptural techniques. Basic considerations, fundamental process and a variety of materials will be used to generate desired sculptural from in three dimensions, whether figurative or non-figurative.

ART 215  Advanced Drawing I  3 cr.
Through series work, utilizing a variety of subject matter resources, students will expand their drawing vocabulary and increase their understanding and use of...
theme in variation and visual metaphor. Students will examine and prioritize, utilize and evolve visual ideas. Prerequisites: ART 106, ART 116.
ART 216 Advanced Drawing II 3 cr.
Students will continue to increase their visual experiences and expand their ideas and creative expression in drawing. Series work using theme and visual metaphor will be emphasized. Students are expected to work independently. Prerequisite: ART 215.
ART 217 History of Architecture and Interior Design I 3 cr.
A history of Western European and American architecture and interior design to the late 18th century, including appropriate background in ancient, medieval, Renaissance and oriental forms and styles. Domestic architecture and interiors and their furniture will be emphasized. Periods covered from dynastic Egypt to European and American Neo-Classical styles. Satisfies the Arts and Humanities core requirement. (Previously called Survey of Decorative Arts I.)
ART 218 History of Architecture and Interior Design II 3 cr.
A history of Western European and American architecture and interior design from the late 18th century, including appropriate references in ancient, medieval, Renaissance and oriental forms and styles. Domestic architecture and interiors and their furniture will be emphasized. Periods covered from American Neo-Classical through the 21st century (1790–2002). Satisfies the Arts and Humanities core requirement. (Previously called Survey of Decorative Arts II.)
ART 222 Ceramics II 3 cr.
Continuing the concept of developing advanced design techniques through wheelwork, hand-building and sculptural forms. Prerequisite: ART 121.
ART 225 Jung and Creative Arts Therapy 3 cr.
C.G. Jung's psychology will be approached as a theoretical and practical basis for the creative arts therapies and other therapeutic methods. Satisfies the Social Science Core Requirement.
ART 230 Time Based Art 3 cr.
This course will address notions of the image/object and how meaning is alternated through the manipulation of time. Basic ideas such as building distinct frames, scenes, sequence, editing, narrative, building concept and storytelling will be studied. The integration of two and three-dimensional art media will be emphasized. Prerequisites: ART 105, ART 106. Satisfies the Arts and Humanities core requirement.
ART 250 Printmaking 3 cr.
Creative exploration and experimentation of printmaking techniques and materials with respect to drawing and design. Emphasis placed on the development of personal responsiveness to the graphic medium. Students will work in relief, intaglio, stencil and monotype techniques. Satisfies the Arts and Humanities core requirement.
ART 255 Creative Bookmaking 3 cr.
Creating handmade books allows students an aesthetic experience by exploring the traditional instrument for story telling, communication, and record-keeping. Various adhesive and non-adhesive techniques for binding and assembling books will be explored while addressing issues related to papermaking, journaling, and the unique book as multi-dimensional sculpture. The emphasis will be placed on the development of a personal vision, in which students may incorporate in their books a variety of their existing forms of expression, such as graphics, poetry, printmaking, painting and photography. Satisfies the Arts and Humanities core requirement.
ART 266 Writing in the Arts Seminar 3 cr.
Seminar that introduces students to various styles and types of art writing. Provides practical experience in writing artist statements, press releases, educational materials, exhibition critiques and critical, and historical essays. Satisfies the Arts and Humanities and Writing Designated core requirements.
ART 300 Problems of Aesthetics 3 cr.
The problems of aesthetics is a survey of the founding questions establishing aesthetics as a significant branch of philosophical inquiry. Founding questions are reflexive in nature and as such contain the bases for substituting aesthetics as a domain within philosophy with its own problems and questions, its own disciplines and subject matters. Satisfies the Arts and Humanities core requirement.
ART 302 Portfolio 1 cr.
A self directed studio where the student builds a professional portfolio adapted to his or her professional objectives. This portfolio could focus on fine arts, visual communications, photography or creative arts therapy. The portfolio is part of the preparation for the semester-long internship. Prerequisites: INT 100, INT 200. Transfer students with 30 or more credits need only INT 100.
ART 303 History of Modern Design 3 cr.
Theories and practices of visual design will be investigated within the ecological complex of population, technology, social organization, culture, and physical environment. Satisfies the Arts and Humanities core requirement.
ART 304 Advanced Painting I 3 cr.
Explores painting from an aesthetic and philosophical perspective, as well as a creative thought process requiring both inquiry and critical thinking. Students will expand their technical and craft knowledge while developing painting as a tool for personal expression. Students will also begin the process of creating a unique artistic style and an expansion of their visual vocabulary through exploring various techniques and media. Prerequisites: ART 201, ART 202, or permission of instructor.
ART 305 Advanced Painting II 3 cr.
Continuing the emphasis on painting as a tool for personal expression begun in Advanced Painting I, the student is expected to make further progress in developing a personal style. Prerequisites: ART 215, ART 304.
ART 308 Art in American Culture 3 cr.
Explores American art from pre-Colonial times to the present. Traces the historical development of architecture, decorative arts, painting, and sculpture. Critically investigates the ever-shifting theoretical definitions, delineation, and constructions of what constitutes American art. Prerequisites: ART 101, ART 102, or permission of instructor. Satisfies the Arts and Humanities core requirement. (Previously called History of American Art.)
ART 309 Creative Arts Therapy II 3 cr.
An advanced Creative Arts Therapy studio which deepens the student’s understanding of art making in a group setting. The course will explore the psychology of group dynamics, Therapeutic communities, and different therapeutic aspects of group experiences with the arts. Prerequisite: ART 209 or permission of instructor.
ART 310 Cross Cultural Practices of Creative Arts Therapy 3 cr.
An exploration of the archetypal foundations of Creative Arts Therapy practice. Issues of culture will be studied in relation to preferences for particular kinds of activities and different ways of responding to the expressions of others. Universal qualities of artistic languages will also be examined. Prerequisites: ART 209, ART 309, or permission of instructor. Satisfies the Social Science core requirement.
ART 315 Women Artists in History 3 cr.
Investigates both images of women and images by women in the arts. Traces the historical evidence for women artists in ancient periods, surveys women artists of historical periods, and explores theories and methods about the links between gender and art production. Prerequisites: ART 101, ART 102, or permission of instructor. Satisfies the Arts and Humanities core requirement. (Previously called History of Women and the Arts.)
ART 318 Art in Modern and Postmodern Societies: 1900 to the Present 3 cr.
Surveys art of the twentieth century. Traces the styles of art in the twentieth century. Covers the evolution of modernism, the origins and development of postmodernism, gender relations, new technologies, and issues-based art. Satisfies the Arts and Humanities core requirement. (Previously called History of Twentieth Century Art.)
ART 319
Art of the Mediterranean Basin: Egypt, Greece, and Italy in Antiquity 3 cr.
Art Historical seminar exploring topics of art and archaeology of the Mediterranean: Egypt, Greece and Italy from the Bronze Age (c. 3000 BCE) to the end of the Roman Imperial period (c. 410 CE). Covers such topics as religion and mythology, gender relations, the view and treatment of foreigners and slaves, politics and art and contemporary constructions of antiquity.

ART 320 Native American Art:
Beyond Tradition 3 cr.
A survey of the arts of indigenous people of North America, this course will cover prehistoric (pre-Columbus) artifacts, through late 20th century art currently in production. Special attention will be given to the anthropological context of art and artifacts, as well as their materials, function and meaning. Prerequisites: ART 101, ART 102, or AMS 101, or permission of instructor. Satisfies the Arts and Humanities core requirements. (Previously called Native American Arts/Material/Culture.)

ART 387 Greek Study Tour
(Fall through January) 3 cr.
A semester-long course that includes a four-week field experience completed during the month of January. Examines the cultural and historical development of Greece from the Neolithic through Modern Periods. Extrapolates from anthropology, archeology, art history and other academic disciplines.

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. Satisfies the Arts and Humanities core requirement.

ART 480 Semester Internship 12 cr.
A full-semester field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. Prerequisites: All course requirements of the freshman, sophomore, and junior years must be completed, or permission of instructor.

ART 490 Capstone 3 cr.
Accumulated skills are put into the final semester efforts, which stress professional application and practice. Advanced solutions are conceived, budgeted and developed into a finished final presentation. Prerequisite: LA 400. (Formerly Art 406)

**Athletic Training**

**ART 100 Internship** 2 cr.
Students are required to accumulate observation hours in the Endicott College Athletic Training Program and additional hours during the January intercession at an allied health or conditioning facility. All sites are researched as part of Introduction to Athletic Training (AT 101) and approved by the Chair of Athletic Training.

**AT 101 Introduction to Athletic Training (Fall)** 4 cr.
This course introduces students to the domains of athletic training. Emphasis is on prevention of injury, medical terminology, and basic evaluative and taping techniques.

**AT 200 Clinical Education Experience (Fall)** 1 cr.
A sophomore clinical education experience under the direct supervision of a certified athletic trainer in an approved setting. Emphasis is placed on recognition and management of injury. Students will gain experience with individual and team sports. All clinical placements are at the discretion of the Chair of Athletic Training. Prerequisites: AT 101, AT 200.

**AT 201 Clinical Education Experience (Spring)** 1 cr.
A sophomore year clinical education experience under the direct supervision of a certified athletic trainer at an approved setting. Emphasis is placed on recognition and management of common athletic injuries and illnesses. Includes a minimum hour requirement and weekly lecture. Prerequisites: AT 101, AT 200.

**AT 203 Advanced Athletic Training (Spring)** 3 cr.
This course provides students with learning experiences in prevention, recognition, and treatment of specific sports injuries and illnesses. Emphasis on mechanism of injury, biomechanics, and management procedures. Major anatomical components are also discussed. Prerequisites: AT 101, SCN 201.

**AT 215 Exercise Physiology (Spring)** 3 cr.
An examination of various physiological processes and the effect acute exercise bouts, long term conditioning, and ergogenic aids have on them. Current research in exercise science will be relied upon heavily to help students keep abreast of this ever-changing field. Prerequisites: SCN 201, PE 210. Satisfies the Math/Science core curriculum.

**AT 301 Evaluation of Injury I (Spring)** 3 cr.
An intensive study of the assessment techniques utilized in the evaluation of athletic injuries and illnesses occurring to the lower extremity. Students must be able to apply and demonstrate evaluative skills and their knowledge of anatomy and physiology related to sports medicine. Management of specific injuries and illnesses will also be discussed. Prerequisites: AT 101, AT 203, SCN 201, SCN 202.

**AT 302 Evaluation of Injury II (Fall)** 3 cr.
An intensive study of the assessment techniques utilized in the evaluation of athletic injuries and illnesses occurring to the upper extremity. Students must be able to apply and demonstrate evaluative skills and their knowledge of anatomy and physiology related to sports medicine. Management of specific injuries and illnesses will also be discussed. Prerequisites: AT 101, AT 203, SCN 201, SCN 202.

**AT 304 Kinesiology (Spring)** 4 cr.
The study of biomechanical principles of human movement and locomotion including specific kinesiological functions of muscles and joints, characteristics of normal posture and gait analysis, and introduction to common injuries to the joints. Laboratory is required. Prerequisites: AT 203, SCN 201, SCN 202. Satisfies the Math/Science core curriculum.

**AT 305 Therapeutic Exercise (Spring)** 3 cr.
Introduction to basic theories and applications of exercise rehabilitation as they relate to orthopedic and sports injuries. Pathophysiological response to injury and basic evaluative skills form the foundation that allows students to design and implement exercise programs for specific sports injuries. Includes lecture and laboratory. Prerequisite: AT 203.

**AT 306 Administration of Athletic Training Programs (Spring)** 3 cr.
This course will probe the various areas an individual must be familiar with to manage an Athletic Training Program. Topics include: legal issues, management principles and fiscal policies. Prerequisite: AT 203.

**AT 307 Therapeutic Modalities (Fall)** 3 cr.
Introduction to basic theories and applications as they relate to orthopedic and sports injuries. Physiologic behavior of pain and its effect on sports injury forms the foundation to understanding the effects of heat, cold, electrical stimulation currents and other physical modalities. Includes lecture and laboratory. Prerequisite: AT 203.

**AT 308 Structural Kinesiology (Fall)** 3 cr.
This course will provide the student with lecture and laboratory study of human tissue histology and musculoskeletal anatomy. The focus is on gaining knowledge of anatomical components and applying this information to a clinical setting. Emphasis is placed on functional understanding of bones, muscles, ligaments, blood supply, innervation, and disability after injury. Prerequisites: SCN 201, SCN 202, and AT 203 or permission of instructor.

**AT 310 Athletic Training Practicum (Fall)** 2 cr.
A junior year clinical education experience that combines clinical hours with lecture information and allows students to demonstrate and refine their evaluative, rehabilitative, and educational skills. Students apply knowledge gained in the classroom to the clinical setting. All clinical hours must be obtained at an approved setting under a certified athletic trainer. All students will be placed at the discretion of the Chair of Athletic Training. Prerequisites: AT 200, AT 203.
BUS 120 Business Fundamentals: Methods 3 cr.
Half of a two-semester integrative interdisciplinary course (with BUS 121), continues to focus on the interdependencies in business while providing a foundation for advanced study and a framework for defining internship and career direction. Over the course of the year, readings, exercises, team projects and the first internship experience are used to develop the analytical, quantitative, interpersonal, and communicative skills required for business success.

BUS 121 Business Fundamentals: Strategies 3 cr.
Half of a two-semester integrative interdisciplinary course (with BUS 120), introduces students to the interdependencies in business while providing a foundation for advanced study and a framework for defining internship and career direction. Over the course of the year, readings, exercises, team projects and the first internship experience are used to develop the analytical, quantitative, interpersonal, and communicative skills required for business success. Satisfies the Writing Designated core requirement.

BUS 150 Accounting I 3 cr.
Presentation of accounting as the language of business and as an essential part of the decision-making process for the business manager, and the investor based on generally accepted accounting principles. Provides understanding of the preparation, uses and limitations of financial statements. Introduction to the methods of valuation of inventories and estimation of depreciation. (Formerly ACC 101)

BUS 151 Accounting II 3 cr.
Continues to develop the foundations for a thorough understanding of basic accounting principles. The emphasis is on accounting issues that are relevant to the corporate form of business organization. In particular, dividends, retained earnings, long term liabilities and investments are examined. Introduces cash flow statements and cost/profit relationships. Ends with the comparison of financial and managerial accounting. Prerequisite: BUS 150. (Formerly ACC 102)

BUS 160 Principles of Computers 3 cr.
An introduction to the development, concepts, application, and societal impact of electronic technology. Topics include computer hardware, operating systems, network systems, software, and networks including the Internet. Students use the Endicott College computer network to complete word processing spreadsheet, database, graphics, and telecommunications assignments. Readings related to latest developments in computer technology will be assigned to prepare students to be knowledgeable participants in the information-technology revolution. (Formerly CO 100)

BUS 170 Financial Analysis (Spring) 3 cr.
Highlights the financial concepts needed to support management decision-making. Students are exposed to the elements of financial statements, with particular emphasis on the fundamental principles that guide financial reporting. The course also focuses on measurement issues that managers must understand to make good financial decisions. This course is for non-business majors only.

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. Prerequisite: Sophomore status or permission of instructor. (Formerly MKT 200)

BUS 240 E-Business Processes for Marketing 3 cr.
Examines the technology needs of the marketer. Students working in a lab environment will gain proficiency in the use of web-design, page design, and database management software. Prerequisite: BUS 160 or equivalent competency. (Formerly CO 240)

BUS 260 E-Business Processes for Finance 3 cr.
Examines the technology needs of the financial professional. Students working in a lab environment will gain proficiency in the use of accounting and financial software and internet applications. Prerequisite: BUS 160 or equivalent competency. (Formerly CO 260)

BUS 300 Entrepreneurship (Fall) 3 cr.
Examines historic evolution, 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, their search and assessment of various resources to convert opportunities into profitable businesses. Prerequisite: BUS 310 or BUS 170, or permission of instructor. Satisfies the Social Science core curriculum. (Previously called Initiating New Business Ventures.) (Formerly ENT 300)

BUS 302 Legal Environment for the Business Manager (Fall) 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. Prerequisite: BUS 121 or permission of instructor.

BUS 303 International Business (Fall) 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. Prerequisites: ECN 201, ECN 202 or permission of instructor.

**BUS 305 Human Resource Management** (Spring) 3 cr.
This course examines employee-employer relationships in the work place today. Policy areas covered are: job design, recruiting, employee 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 310 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: BUS 151, BUS 260 or equivalent competency.

**BUS 311 Corporate Finance** (Spring) 3 cr.
Examines more advanced topics in finance, including option pricing and the use of options in corporate finance. Students use financial modeling to solve problems in capital budgeting and mergers and acquisitions. In addition, some topics in international finance are covered. Prerequisite: BUS 310.

**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 dynamics of change in organizations. Through case studies and group exercise, the course emphasizes an analytical approach. Satisfies the Social Science core requirement.

**BUS 325 Operations Management** (Fall) 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 in a system.

**BUS 330 Consumer Behavior** (Fall) 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. Prerequisite: BUS 200 or permission of instructor. (Formerly MKT 300)

**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 comprehensive marketing strategies on a global scale. Prerequisite: BUS 200 or permission of instructor. (Formerly MKT 350)

**BUS 360 Retailing Management** (Spring) 3 cr.
Examines the professional management of various types of retail institutions from the perspective of a professional manager and from that of an entrepreneur. Includes a topical analysis of the retail mix: organization and personnel policies, merchandise selection and pricing issues, display and store layout, promotional policy and services retailing. Emphasis is on comprehensive planning, control and integration of high performance retail strategy. Prerequisite: BUS 200 or permission of instructor. (Formerly MKT 360)

**BUS 403 Integrated Marketing Communications** (Spring) 3 cr.
See course description for CMM 403. (Formerly MKT 403)

**BUS 405 International Financial Markets** (Spring) 3 cr.
Provides a managerial perspective on how worldwide financial markets contribute to business performance and risk management as the world economy increasingly moves toward the integration of markets, the internationalization of production, and financial interdependence. Prerequisites: BUS 303, BUS 310.

**BUS 410 Electronic Commerce** (Fall) 3 cr.
An overview of the tools, skills, business concepts, strategic opportunities, and social issues associated with electronic commerce on the Internet.

**BUS 415 Business Negotiation** (Spring) 3 cr.
Provides students with techniques for becoming skillful negotiators in a wide range of settings. The framework and fundamental steps of negotiating, including how to develop an effective negotiating action plan are examined. Students will be introduced to current theory surrounding the negotiation process. Prerequisite: Junior or senior class status.

**BUS 430 Investments** (Spring) 3 cr.
Examines basic trading strategies using stocks, bonds and options. Methods for valuing these securities are explored and the risk/return characteristics assessed in the light of Modern Portfolio Theory. Bond and equity portfolios are constructed using various risk management methods including futures and options. Prerequisite: BUS 310.

**BUS 450 Dynamics of Leadership** (Spring) 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 as a major consideration. Satisfies the Social Science core requirement.

**BUS 460 Brand Management** (Spring) 3 cr.
Recognizing the strategic importance of branding, this course examines theories and strategies for building, leveraging, and defending strong brands, and showcases current opportunities and challenges facing brand managers. Emphasis is placed on understanding psychological principles at the consumer level that will improve managerial decision-making with respect to brands. Prerequisite: BUS 200 or permission of instructor.

**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. Prerequisites: BUS 121, BUS 200, BUS 170, or permission of the instructor.

**BUS 480 Semester Internship** 12 cr.
A full-semester field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. Prerequisites: All course requirements of the freshman, sophomore, and junior years, including INT 300, must be completed, or permission of instructor.

**BUS 490 Business Capstone** (Spring) 3 cr.
The culminating capstone project in business requires students to integrate skills and knowledge acquired over the course of the program both in the classroom and in the field to answer a question or solve a problem related to the concentration area of study. Prerequisite: LA 400 or permission of instructor.
Communication

CMM 100 Media Aesthetics 3 cr.
An introductory course in the theory, aesthetics, and application of electronic media. Digital media including video, audio, and computer-based applications are covered as well as the stages of production for digital video, audio, desktop, and web-based design. The goal is to achieve understanding of the aesthetics of digital-based content and experience the many applications for new digital technology. Satisfies the Arts and Humanities core requirement.

CMM 101 Introduction to Mass Communication 3 cr.
Function and impact of mass communication in society. Role and structure of print and electronic media, history of communication, media interrelationships, new technologies, process and effects, and ethical-regulatory issues. Satisfies the Social Science core requirement.

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

CMM 110 Field Production 3 cr.
An introduction to the techniques of single camera field production. Topics include camera operation and shot composition, pre-production planning, field lighting and audio, and basic linear editing. The theory and practice of field production are demonstrated through practical applications.

CMM 200 Advertising Production 3 cr.
Advertising production for electronic mass media. Topics include scriptwriting, producer-client relations, spot production, producing for radio, television and the web. Students will gain practical experience by producing radio and television spots and a creative website.

CMM 201 TV Studio Production 3 cr.
Basic and advanced techniques of video production through hands-on production experience. Advanced topics include producing and directing in a multi-camera environment, pre-production for studio, automated studio production, camera operation, graphics, and live video switching. Students will produce, direct, and crew in-class studio productions.

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 204 Promotional Writing 3 cr.
Application of copywriting for print and broadcast advertising. Includes integration of copy and graphics, media advantages and restrictions, amplification, proofing and style, and use of rhetorical devices in the planning and development of advertising campaigns to meet specific client objectives. Satisfies the Writing Designated core requirement.

CMM 207 Writing for Media 3 cr.
An introduction to the styles and formats used for writing for various genres and media with an emphasis on print and broadcast journalism. The course will cover, but is not limited to, writing and reporting for print, radio and television; generating a screen play for film; and writing reviews. Satisfies the Writing Designated core requirement. (Formerly CMM 104)

CMM 220 Telecommunications 3 cr.
A comprehensive overview of the electronic media industry, its history, its structure, its economics, and its influence on our society.

CMM 260 Broadcast Announcing (Fall) 3 cr.
Introduction to announcing performance and criticism for radio and television. Emphasis is placed on vocal delivery and on-camera performance for a variety of program types and broadcast situations. On-air broadcast journalism techniques are explored in depth.

CMM 300 Contemporary Issues in Journalism 3 cr.
Students will gain a perspective on challenges facing contemporary journalism and its practitioners. Social and ethical issues in the age of "wired" journalism will be highlighted. The role of the journalist and how journalism defines "events of the day" will be analyzed from a variety of perspectives.

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: CMM 101, SIOC 101, or permission of instructor. Satisfies the Social Science core requirement.

CMM 310 Children’s Television (Spring) 3 cr.
A survey of the history and progression of children’s television that examines the content of children’s programming and advertising, the impact and effects of television on children, and media literacy. Satisfies the Social Science core requirement.

CMM 315 Intercultural Communication (Fall) 3 cr.
Exploration of the interdisciplinary field of intercultural 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 in all fields who wish to gain the practical skills necessary to communicate effectively in today’s interdependent global community. Satisfies the Social Science core requirement.

CMM 365 Post Production 3 cr.
An intensive hands-on experience in linear and non-linear video editing. Topics include the history, theory and aesthetics of editing, the role of the editor in the creative process, post-production planning, and the mechanics of linear and non-linear editing. Students will gain practical experience using the latest editing technology. Prerequisites: CMM 100, CMM 110 or permission of instructor.

CMM 370 Media Analysis and Communication Research Methods (Fall) 3 cr.
Students will gain new tools for media analysis and communication research efforts. The course covers media analysis techniques (Semiotic, Rhetorical, Ideological, Psychoanalytic) and provides an overview of research skills (qualitative and quantitative) used by Communication scholars.

CMM 372 Documentary Modes (Spring) 3 cr.
An exploration through screenings, readings, and discussion of the history and various modes of documentary film and television, from the Lumiere Brothers to the present day, including expository, verite-based, interactive and self-reflexive styles. Sub-genres considered will also include ethnographic approaches, "mockumentary," and reality TV. By looking closely at a wide range of documentary motion pictures, students will gain new tools for media analysis, historical reference, and production methodology.

CMM 380 Media Ethics and Law (Fall) 3 cr.
An overview of modern communications law, policy and regulation and the ethical conflicts faced in contemporary society by professional communicators. The course will consider the traditional and contemporary problems of expression and dissemination including issues inherent in the special considerations presented by the new media and information technologies. Satisfies the Social Science core requirement.

CMM 390 Advanced Video Workshop (Spring) 3 cr.
Television is a tool for communication with impact. This course concentrates on the creative design and critical thinking skills necessary in all areas of the very competitive production business. Specific content includes a detailed study and discussion of the key issues involved in the planning of a video project, content design and organization. Prerequisites: CMM 365, or permission of instructor.

CMM 400 Contemporary Issues in Media Studies (Spring) 3 cr.
This course will explore in depth an area of media studies. Topics and course descriptions will change from semester to semester. Examples of topics may include post-colonial film theory, political communication, or gender studies and media. Students may take more than one section of this course providing the topic is different from one section to the next. Prerequisite: Junior or senior year status.

CMM 403 Integrated Marketing Communications (Spring) 3 cr.
Advanced study of the major marketing communication functions including advertising, direct marketing, sales promotion, public relations, and personal selling. Application and integration of these various functions in developing effective
CMM 420 Media Literacy (Spring) 3 cr.
Examines how people are taught to understand media in elementary, secondary and college settings. The areas of media economics, visual aesthetics, consumer culture, cultural identity and media entertainment will be explored in relation to various media literacy techniques and perspectives, communication theory, and child development. Prerequisites: CMM 101, ED 101, or permission of the instructor.

CMM 480 Semester Internship 12 cr.
A full semester field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. Prerequisites: All course requirements of the freshman, sophomore, and junior years, including INT 300, must be completed, or permission of instructor.

CMM 490 Communication Capstone 3 cr.
Accumulated skills are applied in a culminating project requiring students to integrate knowledge acquired over the course of the program, both in the classroom and in the field. Prerequisite: LA 400 or permission of instructor.

Computers*

*All courses moved to course prefix BUS.
Additional courses in Information and Computer Technology listed under course prefix ICT.

Criminal Justice

CJ 100 Introduction to Criminal Justice (Fall) 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 is crime, why crime occurs, how much crime is there, 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. Satisifies the Social Science core requirement.

CJ 151 Criminal Law (Spring) 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 (Spring) 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. Satisifies the Social Science core requirement.

CJ 205 The American Court System (Fall) 3 cr.
An examination of the preadjudication 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 210 Police Process (Spring) 3 cr.
An examination of the social and historical setting of the police. Additionally, the police role in society, police discretion, police career, values and culture, organization and tactics will be examined.

CJ 215 Corrections (Spring) 3 cr.
A study of the history and development of the adult correctional system as part of the larger adult criminal justice system. Includes a review and analysis of theories of punishment, a study of institutionalization, alternatives to incarceration, and the roles of convicted offenders and the criminal justice personnel who work with them.

CJ 300 The Juvenile Justice System (Fall) 3 cr.
An examination of the underlying theory and operation of the juvenile justice system. Analysis of the procedures used to process an alleged juvenile delinquent through the justice system and the impact of juvenile delinquency on the general society will be conducted. The course will also focus on the similarities and differences between the juvenile and the adult criminal justice system.

CJ 301 Criminal Procedure (Fall) 3 cr.
This course focuses on an historical evaluation of the 4th, 5th, 6th, and 14th Amendments and the use of making rights prescribed under the Bill of Rights applicable to the individual states. Inherent problems are detailed as the Constitution applies to police practices, illegal search and seizure, and right to counsel. Precedents are studied for the conclusions reached.

CJ 310 Justice Processes (Spring) 3 cr.
This multidisciplinary course explores issues and problems related to the activities of criminal justice agency officials. The influence of political, philosophical, interpersonal and organizational considerations on case handling is emphasized. Using a directed reading and analysis approach, students are introduced to leading theoretical perspectives on criminal justice agency operations an to exemplary empirical investigations of factors influencing the decisions of police, prosecutors, judges, defense attorneys and other criminal justice system officials.

CJ 320 Community Corrections 3 cr.
The historical and conceptual development of community corrections in the United States, including in-depth analyses of probation, parole and other non-institutional forms of correctional intervention are analyzed. Particular attention is given to the structure and function of various community correctional components such as probation, parole, diversion, halfway houses, restitution, and restorative justice programs.

CJ 330 Women and the Criminal Justice System 3 cr.
A study of the roles and behaviors of women as offenders, victims, and professionals in the criminal justice system is undertaken. Various perspectives on female criminality, victimization, and employment within the criminal justice system will be examined through current research studies and in a historical perspective.

CJ 340 Legal Liabilities of Criminal Justice Personnel 3 cr.
Current issues related to civil liability of individuals and organizations in the criminal justice system are examined. Issues to be addressed will include legislation and case law impacting criminal justice personnel, civil litigation, ethics, and ways to prevent criminal and civil liability.

CJ 400 Current Issues in Criminal Justice 3 cr.
This course will examine current issues in the criminal justice field and investigate selected subjects with an emphasis on the most recent research in the field. The specific theories, subject matter and techniques to be investigated are dependent upon the topic being considered. Possible topics may include: white collar crime, terrorism, computer crime, computers and criminal justice, law and society, civil liabilities of criminal justice personnel or community corrections.

CJ 406 Victimology (Spring) 3 cr.
Examination of current theory and research regarding victims of crime. Devotes attention to concepts such as victim vulnerability and victim culpability. In addition, the course discusses the implications of a victim-oriented perspective for the administration of justice and assesses current victim programs, including restitution, mediation, and compensation.

CJ 410 Law and Society 3 cr.
Students will be exposed to the dominant theoretical methods used to explain the interplay between law and society in everyday life. Additionally, ways in which social values are incorporated within legislative and judicial decisions will be studied. Students will have the opportunity to critically analyze differing views on legal and social issues facing our society. Satisifies the Social Science core requirement.

CJ 480 Semester Internship (Fall) 12 cr.
A full semester field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by
Drama

DRA 100 Introduction to Theater 3 cr.
This course surveys all aspects of the art of theater from the Greeks to contemporary Theater. The class introduces students to significant plays, playwrights, theater genres and the evolution of production practices up to and including contemporary for-profit and not-for-profit professional theater. Lectures will include visiting guest artists and professional staff of North Shore Music Theater. The class will include visits to North Shore Music Theater for backstage observations and to view at least three productions. Satisfies the Arts and Humanities core requirement.

DRA 200 Acting Techniques I (Fall) 3 cr.
Grounded in the Stanislavski and Meisner acting methods, students train through response, concentration, and imagination exercises. These techniques are applied in groups, individually, and in basic scene work. Satisfies the Arts and Humanities core requirement.

DRA 205 Acting Techniques II (Spring) 3 cr.
Improvisational techniques, characterization, and interpretation employed in Acting Techniques I are applied to scenes and plays. Scenes from classic and modern plays are rehearsed and studied in terms of styles and historical perspective. The course also includes the effective use of the speaking voice on stage, and movement for actors.

DRA 310 Directing 3 cr.
This course is designed for students who have already received an introduction to theater arts and performance. Students will explore the function of a director from its establishment as an artistic voice in theater production to practical application of directorial concepts. Students will begin with preparing a theoretical approach to staging a play to directing a cutting from a published play. Prerequisite: permission of instructor.

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. Satisfies the Social Science core requirement.

ED 106 Curriculum Frameworks 3 cr.
The foundation will be the Massachusetts Department of Education’s Common Core of Learning and Curriculum Frameworks. Students will explore these documents individually and collectively in order to understand how the frameworks can be used as guidelines in structuring curriculum and how they can be applied in an integrated classroom.

ED 201 Foundations of Reading 3 cr.
Topics covered in the course develop students’ knowledge of the reading process including emergent literacy, phonics, word recognition, vocabulary development, comprehension, and study skills. Students will learn the major approaches and materials used in teaching reading skills as recommended in the Massachusetts Curriculum Frameworks.

ED 203 Introduction to Children with Special Needs 3 cr.
This course prepares prospective teachers to understand all types of special needs children. Identification of special needs, physical, social, emotional, sensory as well as giftedness will be included. Planning for integrating the special needs child into the regular classroom is a major component.

ED 205 Pre-Practicum and Seminar 3 cr.
Experience in various classroom settings. Emphasis is on developing an awareness of individual needs and differences. Techniques for observing, recording and interpreting the behavior of children will be stressed. Prerequisites: INT 100, INT 200, and a passing score on the MTEL communication and literacy exam.

ED 206 Early Childhood Administration 3 cr.
Study of the duties and responsibilities of the administrator including preparation, implementation and appraisal of the various early childhood programs. Selection, supervision, and evaluation of staff; the budgeting process; food and health services; and design of facilities.

ED 207 Strategies of Teaching in the Early Childhood Classroom 3 cr.
Focus on the teaching of specific subject areas in union 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: ED101 and ED106 or permission of instructor. (Previously called Early Childhood Curriculum.)

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 220 Strategies of Teaching in the Elementary Classroom 3 cr.
This course provides an introduction to elementary education (grades 1–6) through class content, planning and participation in an elementary school. Competencies in classroom communications skills are stressed. Prerequisites: ED101 and ED106 or permission of instructor. (Previously called Strategies of Teaching in the Elementary School.)

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: ED 201 or permission of instructor.

Economics

ECN 201 Macroeconomics 3 cr.
Examines macroeconomic concepts, from a national and global view, of economic systems, economic growth and investment, production possibilities, demand and supply, national income accounting, money and banking, monetary and fiscal policy, the Federal Reserve, and international trade and finance. Satisfies the Social Science core requirement.

ECN 202 Microeconomics 3 cr.
A second course in economics which includes student analysis of demand and supply elasticity, pure competition, monopoly, oligopoly, monopolistic competition, resource markets, government regulation, environmental economics, income distribution, and international economics. Prerequisite: ECN 201. Satisfies the Social Science core requirement.

ECN 415 Asia Pacific Economies and Markets (Fall) 3 cr.
Examines contemporary economies, markets, political developments, international relationships, and their significance within the Pacific Rim. Introduces students to the diverse countries of the Asia Pacific region and their interrelationships within the context of domestic trends, historical and cultural background, as well as international politics and economics. Prerequisite: Junior or senior year status. Satisfies the Social Science core requirement.
ED 300  Integrating the Language Arts  3 cr.
Students are encouraged to investigate the reading process, the writing process, the rationale for the integration of listening, speaking, reading, writing, and critical thinking by practicing all of these elements. Focus is on the principles and practice of language acquisition, rudimentary activities that encourage creativity and form in composition, and methods of developing, linking, and expanding children’s encounters with literature. Prerequisite: ED 201 or permission of instructor.

ED 301  Math Methods  3 cr.
Examines the purpose and content of the K-6 mathematics curriculum, highlighting a wide variety of teaching procedures and instructional materials. Evaluation techniques for use in the classroom, and pedagogical methodology will be addressed. Current research, issues and frameworks in mathematics will be examined. Prerequisites: ED 207 or ED 220.

ED 302  Science Methods  3 cr.
This course supports the preservice teacher in planning for the teaching of science in the 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 and frameworks in science will be examined. Focus will be on assessment, cooperative learning, and hands-on science. Prerequisites: ED 207 and ED 220.

ED 306  Social Studies Methods  3 cr.
An inquiry approach is incorporated for developing concept knowledge and skills in social studies for students in Pre-K through Grade 6. Curriculum content, materials, planning, implementing, and assessing learning will be included across all of the social sciences in history, geography, economics, political science, and other social sciences will be considered in light of current recommendations of the Massachusetts Curriculum Frameworks and national standards such as those of the National Council for Social Studies (NCSS). Students will explore integrating social studies content across all learning experiences to develop thinking skills and awareness of self and community. Prerequisites: ED 207 or ED 220.

ED 400  Practicum and Seminar in Elementary Education  12 cr.
A 14-week, full-time student teaching experience that allows for application of acquired concepts and methodologies in the classroom. Students complete a minimum of 300 practicum hours, including 100 hours in a PreK-K classroom and 200 hours in a grade 1–2 classroom. At least one setting must include children with disabilities. Students are jointly supervised by a cooperating practitioner and a college supervisor. A weekly college seminar is also required. Prerequisites: A passing score on the MTEL Early Childhood and the Foundations of Reading exams and completion of all prior coursework in education.

ED 401  Practicum and Seminar in Early Childhood Education  12 cr.
A 14-week, full-time student teaching experience that allows for application of acquired concepts and methodologies in the classroom. Students complete a minimum of 300 practicum hours, including 100 hours in a PreK-K classroom and 200 hours in a grade 1–2 classroom. At least one setting must include children with disabilities. Students are jointly supervised by a cooperating practitioner and a college supervisor. A weekly college seminar is also required. Prerequisites: A passing score on the MTEL Early Childhood and the Foundations of Reading exams and completion of all prior coursework in education.

ED 410  Integrating Technology into the Classroom  3 cr.
Exploration of major concepts related to instructional technology in the early childhood and elementary school classroom. Current technology curriculum frameworks will be addressed. Prerequisites: ED 101 and ED 106 or permission of instructor.

English

ENG 023  Academic Writing I  3 cr.
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. Credits are not applicable toward the degree.

ENG 038  Academic Writing II  3 cr.
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 ENG 101. Credits are not applicable toward the degree.

ENG 100  Introduction to Composition  3 cr.
Prepares students for English 101 by introducing them to the fundamentals of academic writing. This course does not meet the core curriculum requirements.

ENG 101  College Writing Seminar  3 cr.
This course introduces freshmen to prewriting, 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 the Arts and Humanities and Writing Designated core requirements.

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. Satisfies the Arts and Humanities and Writing Designated core requirements. (Previously called English Composition II.)

ENG 103  Speech  3 cr.
Development of effective speaking and speechwriting skills. To accomplish this, students will write and deliver speeches with the guidance and encouragement of the instructor and peers. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 104  Critical Writing and Thinking  3 cr.
Students learn pre-writing, writing and revision strategies through writing analytical essays (including one research paper) about the visual world. Art photography, painting, film, magazine and TV images, accompanying texts, commentaries and some current theories about how to interpret what we see, are our starting points. Assignments ask students to develop logical arguments and supporting evidence in papers appropriate to purpose and audience.

ENG 208  Creative Writing: Poetry (Fall)  3 cr.
A course designed to give students practice in writing poetry. Its aim is to develop students’ skill and confidence in writing by studying selected examples of good writing. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 209  Creative Writing: Fiction (Spring)  3 cr.
Writing of short stories and one-act plays through which students will come to recognize the elements that combine to create clear, dramatic, specific and truthful works. Writers will read their own works and the works of others to help find their own voice, theme and style. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 210  Topics in Literature  3 cr.
Each section of this course will explore in depth a different literary theme or topic, such as the detective story, bestsellers, or literature on film. Students may take more than one section of this course as long as the topic is different from one section to the next. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 211  Introduction of Journalism  3 cr.
Providing students with an introduction to journalism, this course examines what news is, defines news principles, and traces the development of print journalism in the U.S. The course offers students a practical introduction to news gathering and writing techniques, including writing under pressure, the principles of good writing and the ethics of journalism. Satisfies the Arts and Humanities and Writing Designated core requirements.

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 include Sherwood
ENG 225 Literary Criticism and Interpretation 3 cr.
Literary studies are founded on the principles of sound interpretation and analysis. This course will provide students focusing in English/Creative Writing with knowledge of the key approaches to literary texts, including new criticism, reader-response theory, Marxism, Structuralism, Deconstruction, Feminism, New Historicism, and Queer Theory. Satisfies the Arts and Humanities and Writing Designated core requirements.

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, novels, 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 the Arts and Humanities and Writing Designated core requirements.

ENG 240 Boston Writers 3 cr.
Boston Writers will examine works of poetry, fiction and drama by writers from Boston and the surrounding area. Discussions and essay assignments will focus on how writers have responded to the city and region. Satisfies the Arts and Humanities core requirements.

ENG 260 Gothic Literature 3 cr.
Gothic Literature introduces students to the concepts, critical theories and principal texts of the Gothic movement from the late 18th Century to the late 20th Century. Students will read a variety of novels and short stories which exemplify the Gothic genre, and study a selection of critical documents which explain and account for the enduring popularity of this compelling literary movement. Satisfies the Arts and Humanities core requirements.

ENG 302 The Novel 3 cr.
An examination of the novel, including its origins in the eighteenth century, the development of the form, and the themes and concerns that have given life to the genre from the eighteenth century to the present. Satisfies the Arts and Humanities core requirement.

ENG 303 Drama Survey 3 cr.
Survey of the development of drama from the ancient Greeks to the contemporary theater. Students will read works of major playwrights and study theater in terms of culture, theme, style, theory and production. Satisfies the Arts and Humanities core requirement.

ENG 305 Writing for Inquiry 3 cr.
An advanced writing course that helps students develop critical thinking and writing skills as well as the spirit of questioning and inquiry. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 306 English Literature 3 cr.
Introduction to the major works in the English Literary canon, from Chaucer through to the twentieth century. Special attention is given to the times and societies which produced these works, tracing changing literary techniques, social influences and aesthetic trends. Students may take more than one section of this course as long as the topic is different from one section to the next. Satisfies the Arts and Humanities core requirement.

ENG 308 American Literature 3 cr.
An exploration of American Literature through the lens of genre, theme, major figures, important events, social documents, historical and literary periods, and paired texts. Possible topics include fiction, autobiography, biography, poetry, slave narratives, Indian captivity narratives, travel narratives, journals, personal letters, public testimonies, and debates, regional and ethnic representations. Students may take more than one section of this course as long as the topic is different from one section to the next. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 310 Modern American Poetry 3 cr.
Exploration of the tradition of modern American poetry. From Walt Whitman and Emily Dickinson to Robert Lowell and Sylvia Plath, the course traces the shaping of the American poetic identity over the past two centuries. Satisfies the Arts and Humanities core requirement.

ENG 312 Literature for Children 3 cr.
Examines the genre of children's literature from a variety of cultural, social, and cultural perspectives. Satisfies the Arts and Humanities 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 the Arts and Humanities core requirement.

ENG 315 Women and 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 the Arts and Humanities core requirement.

ENG 320 Twentieth Century Fiction 3 cr.
A brief introduction to the art of fiction followed by close readings of modern masterworks, 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 the Arts and Humanities core requirement.

ENG 325 American Renaissance 3 cr.
The period beginning with 1850 experienced a flourishing of literary activity in America that held the attention of the nation and world. It corresponded time-wise to things that were being re-shaped from an economic, political, and social perspective. The course will make the attempt to see how each influenced the other. It will also explore efforts on the part of writers and artists to explore and explain the emerging American character. Prerequisite: HST 103, HST 104, AMS 101, or permission of instructor. Satisfies the Arts and Humanities core requirement.

ENG 336 Nature Writing 3 cr.
Examines the tradition of the literary form of nature writing by reading classic and contemporary texts. Writing about the natural world will be done from a variety of perspectives and genres, including nonfiction, fiction, poems, and field journals. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 340 Playwriting and Screenwriting 3 cr.
Allows the student/playwright the opportunity to develop a clear, specific voice as a writer. To accomplish this, the student will begin by writing one-act plays with the guidance and encouragement of the instructor and peers. Students will learn playwriting by writing and hearing their plays and other plays and by rewriting to clarify plot, conflict, characters, themes, action, theatricality, believability, and actability. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 345 Fiction and Poetry Seminar 3 cr.
Students choose to write either fiction or poetry or both, and will strive to create work that has a vivid use of imagery and language and a consistent voice and theme. Students will read selected work by other authors. Each student will put together a chapbook of his or her own work. Prerequisites: ENG 208, ENG 209, or permission of instructor. Satisfies the Arts and Humanities core requirement.

ENG 365 Shakespeare 3 cr.
Recognizing that students may have only previously encountered Shakespeare as the “grand master of English letters” or as the “beloved genius of English theater,” this course focuses on alternative readings of Shakespeare's plays. Students will read the primary texts and examine Shakespeare via contemporary literary and social theories, as well as through recent cinematic treatments of Shakespearean plays and themes. Satisfies the Arts and Humanities and Writing Designated core requirements.

ENG 367 Eastern Literature and Haiku 3 cr.
Haiku poetry is the grasp of the essential nature of things. It is what is happening in a place at a moment. The poet describes one moment and one feeling in haiku. By studying how the form of haiku developed through the culture and literature of India,
China, and Japan, students will explore how this literature is grounded in Taoism, Buddhism, and Zen Buddhism. We will trace the origins of haiku for a richer understanding of the form. Satisfies the Arts and Humanities and Writing Designated core requirements.

Entrepreneurial Studies*
*All courses moved to course prefix BUS.

French

FR 101 Elementary French I (Fall) 3 cr.
An introduction to the structure of the French language. Pronunciation is learned and grammar and vocabulary are studied. Simple conversations are practiced. Satisfies the Arts and Humanities core requirement.

FR 102 Elementary French II (Spring) 3 cr.
A continuation of French 101. Basic structure and vocabulary of French. Simple question-and-answer conversation. Some basic reading. Prerequisite: FR 101 or permission of instructor. Satisfies the Arts and Humanities core requirement.

FR 201 Intermediate French I (Fall) 3 cr.
A complete review of French grammar. French will be used in class most of the time. Readings will be graded and discussed. Prerequisite: French 102, two years of high school French, or permission of instructor. Satisfies the Arts and Humanities core requirement.

FR 202 Intermediate French II (Spring) 3 cr.
A continuation of French 201. Complete review of French grammar. Spoken French is used extensively. Readings will be graded and discussed. Prerequisite: French 201 or permission of instructor. Satisfies the Arts and Humanities core requirement.

Geography

GEO 203 Geography of North America (Fall) 3 cr.
An in-depth examination of the physical, cultural, human and economic patterns of North America as they relate to specific geographic and political regions. The course includes related cartography projects. Satisfies the Social Science core requirement.

GEO 315 World Geography (Spring) 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. Satisfies the Social Science core requirement.

Honors Seminar

HON 350 Honors Seminar 3 cr.
Focusing on different themes each year, the seminar enables students to explore concepts and ideas across academic disciplines through readings, writing assignments, discussions, class presentations and guest lectures by faculty and outside speakers. Satisfies the Arts and Humanities and Social Science core requirements.

Hospitality and Tourism

HTA 100 International Tourism 3 cr.
An introduction to the field of travel and tourism stressing tourism components and supply, the economic and ecological role, development and marketing of tourism. Also covered is the travel distribution system and a variety of travel products.

HTA 101 Foundations of Hospitality and Tourism I 3 cr.
Introduction to the field of hospitality, emphasizing the development of the industry, evaluating the industry of today and forecasting future trends. Departments of hotels, restaurants and travel organizations will be considered individually and in relationship to each other.

HTA 105 Concepts of Food and Beverage 3 cr.
Develops an appreciation of food and wine ingredients in terms of sensory perception, categories and classifications, cultural derivations and quality factors. The cultural influences of wine, grape varieties, and food pairing will be studied through a historical perspective in regard to their increasing importance in today’s hospitality industry.

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 check-out. Emphasis placed on but not limited to the staff’s role in sales, public relations, reservations, registration, recordkeeping and communication with other major operating departments.

HTA 110 Service Management 3 cr.
Balanced between theoretical and applied learning, students will explore the function of service systems within the restaurant environment. The course reviews the development and implementation of both dining and beverage delivery systems. A combination of interpersonal, leadership, and group dynamics will be explored. Cultural variations in service styles will be integrated to illustrate the complexities of guest satisfaction. (Formerly HTA 230)

HTA 116 Hospitality Financial Accounting 3 cr.
Fundamentals of accounting as it relates to the hospitality industry. Emphasizes the understanding of guest accounts, journals, controls and reporting procedures, as well as the preparation of financial statements. (Formerly HTA 304)

HTA 213 International Hospitality Marketing 3 cr.
An in-depth examination of the critical aspects of global marketing within the hospitality industry. Emphasis is placed on the non-traditional aspects of marketing the service-based hospitality product, product differentiation, market segmentation, target marketing, and the unique marketing mix in the international hospitality industry.

HTA 220 Foundations of Hospitality and Tourism II 3 cr.
A qualitative overview of the Hospitality Industry will be developed by means of primary and secondary exploration. Through a survey of industry guest speakers and focus models; students will begin to construct a pathway of personal and professional skills to help attain future career opportunities. This course is designed to be the core connection to enable students to access optimum advantages of linking learning to all aspect of the Hospitality Industry.

HTA 225 Hospitality Management Accounting 3 cr.
Examination of control techniques, financial analysis and pricing decisions for the hospitality industry. Emphasis is placed on revenue enhancement, cost control/reduction and effective decision making by the use of timely, accurate and meaningful accounting information. (Formerly HTA 305)

HTA 240 Culinary Arts Operations 3 cr.
Focus will be on the production of gourmet quality cuisine preparations and presentation. Emphasis will be placed on the integration of culinary, environmental, cultural and business principles.

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 & furnishing types, customer flows, and quality management requirements.

HTA 302 Meeting Management 3 cr.
An introduction to the profession of meeting management. Emphasizing functional responsibilities such as contract negotiation, site selection, program planning and design and conference marketing. The interdependency of meeting management, regional tourism and hotel/conference sales is highlighted. Prerequisite: Junior or senior year status or permission of instructor.
HTA 310 Convention Sales and Service 3 cr.
This course is designed to give students practical insight into the different types of meetings and conventions and how to reach and sell to those markets. Emphasis is given to convention service activities that take place after the market has been sold. Prerequisite: Junior or senior year status or permission of instructor.

HTA 314 Cultural and Economic Impact of Tourism 3 cr.
An intensive study of some of the many issues facing the tourism and hospitality industry in the third millennium. Such issues include ecotourism, global tourism development, tourism as an economic panacea in developing nations and ethics. Prerequisite: Junior or senior year status or permission of instructor. Satisfies the Social Science core requirement.

HTA 315 The History and Appreciation of Wine 3cr.
This course is intended to give the student a breadth of knowledge regarding wine. With roots dating back eight thousand years, wine is woven into modern day traditions and cultures. The student will learn the history of wine and its reciprocal influences of wine 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. Course Fee: $50.00. Prerequisites: Age 21, Junior or senior year status, and permission of instructor. Satisfies the Social Science core requirement.

HTA 316 Club Management 3 cr.
Introduces club management and its growing significance within the hospitality industry. Students will develop an understanding of the unique demands of a club manager that reach far beyond the typical requirements of food and beverage management. Field trips, project-based research, and professional presentations are integral to the requirements of this course.

HTA 318 Events Management 3 cr.
Examination of all aspects of on-and-off-premises catering. Emphasis is placed on the operational components of a catering business. Students are involved in the preparation and presentation of catered functions. Prerequisites: HTA 105 and permission of instructor. (Formerly HTA 216)

HTA 320 The Cultural History of Food 3 cr.
Study is concentrated on food and its historical impact on civilizations. An overview of the development of agricultural practices and their relationship to global and regional cuisine. Food for commerce and the advent of the restaurant is examined. Students will also participate in a cultural dining experience and selected demonstrations and tasting of global cuisine. Prerequisite: Junior year status or permission of instructor. Course Fee: $65.00. Satisfies the Social Science core requirement.

HTA 330 Casino Operations 3 cr.
An examination of the casino industry, including the economics of the casino, its interface with the hotel and other organizations. This course will also cover practices and problems associated with casino management including staffing, security and control, taxation, and entertainment.

HTA 340 Cruise Operations 3 cr.
An in-depth study will be conducted of the history, growth, direction, organization, structure as well as marketing concepts relating to the cruise industry. Course will reference all aspects of the cruise industry including philosophy, management, staffing, and operations and marketing strategies.

HTA 350 Resort Management 3 cr.
A study of the operations of resorts, condominiums, and timeshares applying management functions of the hospitality industry. Special emphasis will be given to the interrelationships of these various aspects including the financing of these enterprises and growth aspects, as well as international issues.

HTA 360 Hospitality Legal Perspectives 3cr
An exploration of the potential legal liability of hospitality managers in contract and agency relationships. Topics include the impact of government regulations and their relationship to management responsibilities in the hospitality industry. Prerequisite: Junior year hospitality students or permission of instructor.

HTA 370 Initiating Hospitality Ventures 3cr
An overview of the complexities involved in developing a new venture in the hospitality industry. Financing, marketing, and human resources are explored within the context of starting a hospitality business. The influence of leadership will be illustrated through examples of successful hospitality entrepreneurs. Prerequisite: Junior year hospitality students or permission of instructor.

HTA 410 Service Practicum I 3cr
Stagiares are given the basics of supervising and managing hospitality students within the domain of customer relations. The students will be required to ensure the proper level of service standards are maintained in the non-traditional classroom. Prerequisite: permission of instructor.

HTA 415 Hospitality Strategy Management 3 cr.
A course in which students are given the opportunity to apply their academic and work experience to management situations in the hospitality industry. Decision making and problem solving in the area of human resources, marketing, financial analysis and operations are addressed. Prerequisite: Senior year status or permission of instructor.

HTA 420 Service Practicum II 3cr
Development of an understanding of the current literature base of service quality research. Current service quality research is applied in the non-traditional classroom. The course provides stagiares with the basics of supervising and managing hospitality students within the domain of customer relations. Prerequisite: HTA 410.

HTA 430 Service Practicum III 3cr
Creation of synergy between theoretical and practical components in the non-traditional classroom. Stagiares develop effective methods of delivery in an educational setting. Promote teamwork and mentoring with novice stagiares. Prerequisites: HTA 410, HTA 420.

HTA 480 Semester Internship (Fall) 12 cr.
A full-semseter field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. Prerequisites: All course requirements of the freshman, sophomore, and junior years must be completed, or permission of instructor.

HST 101 Western Civilization I 3 cr.
A survey of European history from earliest times to the Renaissance. Included in the topics for discussion are Ancient Egypt, Mesopotamia, Greece, Rome, the Middle Ages and the rise of Europe in the fifteenth and sixteenth centuries. Satisfies the Arts and Humanities core requirement.

HST 102 Western Civilization II 3 cr.
A survey of European developments from the seventeenth century to the contemporary period. Emphasis will be placed on the "modernization" of European politics and thought, particularly during the Enlightenment, and during the nineteenth and twentieth centuries. Satisfies the Arts and Humanities core requirement.

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. Satisfies the Arts and Humanities core requirement.

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. Satisfies the Arts and Humanities core requirement.

HST 225 The Salem Witch Trials 3 cr.
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. Satisfies the Social Science core curriculum.

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. Satisfies the Social Science core requirement.

HST 301 Communism, Fascism and Democracy 3 cr. Analysis and comparison of the major ideological movements of the nineteenth and twentieth centuries. The course goes on to analyze ninetenth century “Liberalism,” the Utopian Socialists, Marx and Engels, Lenin and Trotsky, the “Revisionists,” the Fabian and Christian Socialists, Benito Mussolini and Adolf Hitler. Prerequisite: one core social science course. Satisfies the Social Science core requirement. (Formerly POL 301)

HST 302 Studies in Soviet History 3 cr. A thorough analysis of the origins and historical development of Soviet Russia, Czarist background, the 1905 Revolution, Marxist-Leninist ideology, World War I, the Bolshevik Revolution and Civil War, Russia in the 1920’s, the triumph of Stalin, the Five Year Plans, the purge, Soviet foreign policy, World War II, the Cold War, De-Stalinization, Detente and Brezhnev to Gorbachev. Prerequisite: HST 102. Satisfies the Social Science core requirement.

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. Prerequisite: one core social science course. Satisfies the Arts and Humanities core requirement.

HST 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. Prerequisite: one core social science course. Students may take more than one section of this course as long as the topic is different from one section to the next.

HST 340 Women in American History and Culture 3 cr. Surveys the history of American women from the colonial era to the present, analyzing their struggles for gender equity and gains in business, education, politics, athletics and other realms. The course examines women’s movements in the nineteenth and twentieth centuries, and the portrayal of women in the media. Adopting a multicultural and multiracial perspective, the course compares and contrasts the experiences of women differentiated by race, ethnicity, class, and geographic region. Satisfies the Social Science core requirement.

HST 350 The Automobile in American Life 3 cr. Touching on the history of American labor, technology, business, culture, cities, and design, this course will examine how the automobile has revolutionized American society over the last century. The ways in which an American “car culture” changed social mores, created new leisure opportunities, and spurred the development of suburbs, roadside architecture and auto-oriented institutions such as motels and strip malls will also be explored. Satisfies the Social Science core requirement.

Humanities

HUM 303 Images of Women 3 cr. An investigation of the ways in which women are seen in the world today, this course draws its content from literature, speeches, advertising, and other forms of mass communication. Study of traditional images of women in both eastern and western cultures contributes to an understanding of the origin and basis of gender roles. Self-imaging and self-empowerment are significant components of this course. Prerequisites: One core humanities or social science course. Satisfies the Arts and Humanities core requirement.

HUM 320 Gender, Women, and Science 3 cr. See course description for SCN 310. Satisfies the Arts and Humanities and Writing Designated core requirements.

HUM 340 The Meanings of Landscapes 3 cr. From Zen temple gardens to Versailles to the Vietnam Veterans Memorial, the way we design our external environments has revealed who we are as societies and nations. Changing ideals of landscape design from one tradition to another, from one period to another, form part of the history of ideas, often paralleling changes in painting, literature, architecture and furniture design. After a brief survey of design traditions, the course will focus on ideas and values represented by Versailles, the English Great House tradition and American grounds and public spaces from Jefferson’s Monticello to Maya Lin’s Veterans Memorial. Satisfies the Arts and Humanities core requirement.

HUM 350 Male Images in Story and Film 3 cr. In exploring images of the male in film and story, this course will study: the dynamics giving rise to these images, the truths and stereotypes underlying them, and the social, economic, political, and global interests and issues emanating from them. Satisfies the Arts and Humanities core requirement.

Human Services

HMS 100 Introduction to Human Services 3 cr. This course provides an introduction to the various aspects of the human services field. Particular attention is given to the professional roles, issues, and strategies that are found in the helping profession. This course is intended to assist students in evaluating their interest, motivation, and capabilities for professional work in the human services field. Satisfies the Social Science core requirement.

HMS 300 Contemporary Issues in Human Services 3 cr. Examines current issues in the human services field and investigates selected subjects with an emphasis on the most recent research in the field. The specific theories, subject matter, and techniques focus on the human services system and how it can be improved. Students will also be required to examine alternatives to the current system and the practicality of their implementation. Prerequisites: HMS 100 and junior year standing or permission of instructor. Students may take more than one section of this course as long as the topic is different from one section to the next.

HMS 305 Social Policy 3 cr. Examines the principles, guidelines, and concepts that direct social action and policy. The concept of advocacy and legislative action will be discussed. Policy issues to be addressed will include housing, health care, families, the elderly, and the poor. Prerequisites: HMS 100, PSY 100 or SOC 101. Satisfies the Social Science core requirement.

HMS 310 Crisis Intervention 3 cr. The theory and practice of crisis intervention will be the focus of this course. Topics will include suicide intervention, rape crisis counseling, battered women counseling, working with disabilities, and working with the critical incident management model. Prerequisites: HMS 100 and PSY 100.

HMS 330 Non-Profits for Social Change: Philanthropy in Action 3 cr. Students will study the history, philosophy, and religious foundations of philanthropy in the U. S; explore philanthropy as a vehicle of social change and reform; reflect on philanthropy as an expression of psychological and moral development; and gain first-hand experience of philanthropy by forming a model foundation that awards small grants to non-profit organizations in the community. Satisfies the Social Science core requirement.

HMS 387 Mexican Culture and Community Service Project 3 cr. A semester-long course that culminates in a community service project in Mexico. Important themes in intercultural communication, service learning, Mexican history and contemporary culture are explored. The in-country component consists of a cultural orientation in Mexico City followed by a service project and an evaluation retreat. Prerequisites: One semester of college level Spanish and acceptance into the course during the spring of the preceding year.
Information and Computer Technology

ICT 101 Introduction to Information and Computer Technology 3 cr.
An introduction to information and computer technology; the course examines the relationship of computer hardware, operating systems and applications software. An introduction to principles of web design, networking as well as the internet is provided. The course also examines some of the impacts of information technology on society.

ICT 200 Website Development and Programming 3 cr.
An examination of the key technologies and applications used for Internet productions. The course reviews the development of the internet as a communication medium and some of the areas in which it has an impact on society. Topics covered include basic Internet applications, digital imaging techniques, as well as an introduction to audio and video production for the web. This course is offered in a Windows OS environment. Prerequisites: ICT 101, BUS 160, or permission of the instructor.

ICT 260 Introduction to Visual Programming 3 cr.
An introduction to programming principles using Visual Basic. Practical issues such as program design, documentation, style, and user-interface design are central to the course. Prerequisites: ICT 101, Math 200

ICT 261 Visual Programming II 3 cr.
An Advanced Class in Visual Basic, the course addresses principles and topics central to effective application development, including project management, debugging, testing, coding styles and the project life cycle in Visual Basic. Prerequisites: ICT 260 or permission of the instructor.

ICT 320 Communication in the Information Technology Environment 3 cr.
Preparation to meet the variety of communication demands made on the information technology professional. The course draws from the areas of project management, technical communication, and rhetoric to develop oral and written communication competencies for a range of contemporary information technology contexts. Prerequisites: ICT 101 or permission of the instructor.

ICT 325 Emerging Technologies/Forecasting 3 cr.
The fundamental process underlying the emergence of new information technology and its effects on existing information systems, 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. Prerequisites: ICT 101, BUS 160, or permission of the instructor.

ICT 330 Information Technology and Society 3 cr.
An in-depth examination of the effects of new information technologies on society and culture. The course explores how new technologies have transformed communication and business, as well as their consequences on areas of everyday life, such as education, work and popular culture. Prerequisite: ICT 101 or permission of the instructor. Satisfies the Social Science core requirement. (Formerly ICT 430)

ICT 340 Database Management 3 cr.
Survey of the basic concepts and theories in data modeling and relational database management. The course covers the development of database applications and solutions to satisfy user needs. In addition, students examine the use of the database in contemporary organizations and explore issues surrounding database access, use, and confidentiality. Prerequisites: ICT 260 and ICT 261.

ICT 350 Network Operations Management 3 cr.
An analysis of the tools and techniques used in the administration and design of computing systems. The topics covered include: network architectures and protocols; system installation; operations; file systems and structures; device configuration and management; account administration; and network security. Principles of contemporary network systems are explored. Prerequisites: ICT 101 and ICT 200.

ICT 360 Object Oriented Modeling 3 cr.
A focus on object-oriented techniques and architecture, independent programming languages that make it possible for programmers to rapidly develop applications using pre-built objects. The course provides a uniform approach to programming and programming principles for many different types of computers and situations. One programming language is chosen as the focus of the class and other contemporary object-oriented languages are introduced. Prerequisites: ICT 260 and ICT 261 or permission of the instructor.

ICT 380 Operating Systems 3 cr.
An examination of the current state of and the future trends in the development, management and security of Linux and Windows operating systems. The course examines the theories and principles of operating systems management and emerging network technologies, as well as current practices in the management, maintenance, and augmentation of existing operating systems. Prerequisites: ICT 340, ICT 350.

ICT 390 Cyber-Security 3 cr.
A multidisciplinary look at the geopolitical, socioeconomic and technical aspects of cyber-terrorism. Course will cover motivations for cyber-terrorism and protection against cyber-terrorism and cyber-crime. Prerequisites: ICT 101 or permission of the instructor. Satisfies the Social Science core requirement.

ICT 401 Advanced Web Design and Programming 3 cr.
An advanced examination and application of the key principles, technologies and applications used for internet productions. Prerequisite: ICT 200.

ICT 430 Information Systems Analysis and Design 3 cr.
Surveys the basic theories and principles of systems which comprise the information technology infrastructure of an organization; examines the technical foundation for understanding information systems; examines systems analysis and design in contemporary organizations. Prerequisites: ICT 340 or permission of the instructor. (Formerly ICT 330)

ICT 450 Telecommunications and Wide-Area Networking 3 cr.
A continuation of ICT 350, this course will cover the architecture, interfaces, protocols and technologies of high-speed broadband networks and their access points (DSL, Cable Mods). Topics include Wide Area Networking protocols such as MPLS, ATM, Frame-Relay, Gigabit Ethernet. This course will also introduce queuing theory as well as congestion control and QoS algorithms, as well as security for broadband networks. Prerequisites: ICT 350 or permission of the instructor.

ICT 480 Semester Internship 12 cr.
A full semester field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. Prerequisites: All course requirements of the freshman, sophomore, and junior years must be completed, or permission of instructor.

ICT 490 Information and Computer Technology Capstone 3 cr.
Students utilize their acquired skills and knowledge to complete a capstone project exploring a relevant issue within Information and Computer Technology. Prerequisite: LA 400 or permission of the instructor. (Formerly ICT 415.)
**Interior Design**

**ID 101  Introduction to Interior Design  ** 3 cr.  
Students are introduced to the basic elements of interior architectural design. The design process, color theory, design language and tectonics, and design principles are covered through lectures and 2D and 3D studio projects.

**ID 102  Interior Design Studio I  ** 3 cr.  
Students apply the basic elements of interior architectural design to studio projects set in a variety of environments in preparation for advanced studio work. Prerequisites: ART 105, ID 101, ID 103. (Previously called Interior Design Studio Preparatory.)

**ID 103  Media I – Drafting  ** 3 cr.  
In the field of interior architectural design the thought and the method of expression are equally important to students who will learn to communicate their design ideas through the use of both instrumental and freehand drawings. The course will cover the production of orthographic, multi-view, isometric, oblique, and perspective drawings. Diverse media and color will be explored, as well as, English and Metric units of measure. (Previously called Architectural Drafting.)

**ID 200  Construction and Materials I  ** 3 cr.  
Students begin to explore the technical and aesthetic aspects of building structure, environmental systems including plumbing, electrical, HVAC, and acoustics and their impact on the interior architectural environment. The appropriate selection of material technologies and furnishings based on codes, Universal Design, function, and aesthetics are explored for interior spaces. Prerequisites: ID 101, ID 102, and ID 103. (Formerly ID 114)

**ID 201  Interior Design Studio II A  ** 3 cr.  
The design process is applied to small-scale design projects focused in hospitality and mixed-use applications. A focus on programing, space planning, psychological implications, building systems, lighting and codes are explored. Students incorporate furniture and material specification and technology into all projects. Prerequisites: ID 101, ID 102, ID 103, ID 208. (Previously called Interior Design Studio I)

**ID 202  Interior Design Studio II B  ** 3 cr.  
The design process is applied to projects of increasing size and complexity with a focus in contract design. Students are introduced to more advanced programming, conceptual development, schematic design, design development and presentation. Special focus on Universal Design, space programming and planning, and integration of codes and systems furniture for commercial and corporate environments is explored. Prerequisites: ID 101, ID 102, ID 103, ID 200, ID 201, ID 208, ID 220. (Previously called Interior Design II)

**ID 206  Construction and Materials II  ** 3 cr.  
Students continue to explore the technical and aesthetic aspects of building structure, environmental systems including plumbing, electrical, HVAC and acoustics, and their impact on the interior architectural environment. The appropriate selection of material technologies and furnishings based on codes, Universal Design, function, and aesthetics are explored at an advanced level for interior spaces. Prerequisites: ID 101, ID 102, and ID 200.

**ID 208  Media II – Rendering  ** 3 cr.  
Advanced communication skills are developed through sketching, delineation, drafting, and rendering techniques specifically geared toward effective design presentations. Various rendering techniques and media are explored with an emphasis placed on the effective graphic communication of design ideas in plan, section, elevation, and 3D. Prerequisites: ID 101, ID 103, ART 105. (Previously called Rendering I/Graphic Communication.)

**ID 220  Introduction to CAD and Technology  ** 3 cr.  
This course is intended to give students a set of strategies for incorporating technology into their design work. Students will gain a working knowledge of the most common programs for used today. The first part of the course will cover the Microsoft (MS) Office Suite and Outlook. The second part of the course will focus on learning the AUTOCAD platform. (Previously called Introduction to CAD.)

**ID 230  CAD (3D)  ** 3 cr.  
CAD (3D) builds upon the two-dimensional knowledge gained in ID 220 Introduction to CAD + Technology, by focusing on three-dimensional techniques and presentations. Students will undertake advanced CAD projects and presentations preparing them for integration of their skills into the interior design studio. Prerequisites: ID 103, ID 208, ID 220. (Formerly ID 320).

**ID 245  Universal Design  ** 3 cr.  
An 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, political, educational, sociological impacts in the areas of interior design, hospitality and sports management. Universal Design is important as a means to make the arts accessible to all ages and abilities.

**ID 300  Portfolio  ** 2 cr.  
Development of a professional design portfolio is the focus of this course that serves as the prerequisite for the fourth year internship experience in a professional design firm. Prerequisites: ID 103, ID 208, ID 220, ID 230, ID 304. (Previously called Professional Practice/Portfolio.)

**ID 301  Advanced Interior Design Studio III A  ** 3 cr.  
The design and programming process is applied to projects of increasing complexity and scope with consideration given to hospitality and institutional uses. Students advance their design knowledge and implementation through advanced programming and user analysis incorporating Universal Design, environmental systems, and life safety codes. Prerequisites: ART 218, ID 200, ID 202, ID 206, ID 220, ID 230. (Previously called Interior Design Studio III.)

**ID 302  Advanced Interior Design Studio III B  ** 3 cr.  
The design and programming process is applied to projects of increasing complexity and scope with consideration given to institutional uses. Students advance their design knowledge and implementation through advanced programming and user analysis incorporating Universal Design, environmental systems, and life safety codes. Prerequisites: ART 218, ID 200, ID 202, ID 206, ID 220, ID 230. (Previously called Interior Design Studio IV.)

**ID 304  Media III – Advanced Rendering 3D  ** 3 cr.  
Advanced communication skills are developed through three-dimensional presentations employing diverse methods of perspective drawing. Various rendering techniques and media are explored at an advanced level with an emphasis placed on color theory and spatial exploration. Prerequisites: ID 301, ID 304, ID 307. (Previously called Rendering II/3D CADD Presentation.)

**ID 307  Construction & Materials III – Lighting & Building Systems  ** 3 cr.  
The principles of interior lighting design and integration of building systems are explored through lectures and studio projects to develop an understanding of design solutions which meet the aesthetic, functional, and regulatory needs of interior architectural spaces. Prerequisites: ID 200, ID 206. (Previously called Interior Architectural Lighting Studio.)

**ID 308  Construction & Materials IV – Contract Documents Student  ** 3 cr.  
Contract documents are prepared combining knowledge of architectural, structural, environmental systems, interior construction detailing, architectural millwork and furniture design and detailing. Detailing theory and processes are explored and supported by the exploration of material technology, constructions processes, and finish systems research. Prerequisites: ID 200, ID 206, ID 220, ID 230, ID 307 or permission of instructor. (Formerly ID 408)

**ID 330  Environmental Design Literature and Theory  ** 3cr.  
Issues in interior design theory are investigated. Written works of designers are analyzed in order to further understanding of the state of contemporary interior design. Satisfies the Social Science core requirement.

**ID 340  Sustainability and Design  ** 3cr.  
An investigation into sustainability and interior design. Through assigned readings, discussion, research, lectures, field trips and guest speakers, students will gain a broad understanding of the need to review our relationship with the earth. Satisfies the Social Science core requirement.

**ID 403  Professional Practice  ** 3 cr.  
This course examines the professional practice business components necessary to engage the profession and initiate your own practice or join into a larger design firm. The course carefully studies leadership, project management, financial management, client
management, marketing and business development as well as strategies for collaborating in teams. Prerequisites: ID 300, ID 308 or permission of instructor. (Formerly ID 203)

ID 480 Semester Internship 12 cr.
A full-semester field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. Prerequisites: All course requirements of the freshman, sophomore, and junior years must be completed, or permission of instructor.

ID 490 Interior Design Capstone 3 cr.
Accumulated individual research is tested as the student builds upon critical individual research on emerging trends in the profession with the execution of a comprehensive, professional exploration in the built interior environment. Practical and theoretical solutions are developed and presented to the College community. Prerequisites: Completion of third year design sequence ID 301, ID 302, ID 230, ID 307, ID 308.

Internship
INT 100 Internship I (Spring) 2 cr.
A four-week internship experience generally completed during the month of January. The internship is exploratory and experientially based.

INT 200 Internship II (Spring) 2 cr.
A four-week internship experience generally completed during the month of January. The internship is completed at a different work site and the goal is more hands-on experience. Prerequisite: INT 100.

INT 300 Portfolio 2 cr.
A self-directed independent study where the student builds a personal and professional portfolio. The purpose of the portfolio is the overall integration of academic coursework and internship experiences.

Liberal Studies
LA 100 Freshman Seminar 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, how one reflects upon it and how one forms and defends a position. Prerequisite: Freshman status.

LA 101 Readings in the Liberal Arts 13 cr.
Students explore topics of study related to a variety of academic disciplines within the liberal arts—psychology, art, history, and philosophy. Class discussions as well as reading and writing assignments introduce students to the terminology, concepts, and issues associated with each of the areas of study while developing English proficiency. As appropriate, guest speakers are invited to give mini-lectures. Credits are applicable toward the degree.

LA 102 Readings in the Liberal Arts II 3 cr.
This course continues the exploration of academic disciplines begun in Readings in the Liberal Arts I and focuses on topics in sociology, literature, American culture, and science. Reading, writing, and research assignments along with class discussions and presentations help students develop a basic understanding of the terminology, concepts, and issues associated with each of the areas of study. As appropriate, guest speakers are invited to give mini-lectures, and students have the opportunity to observe classes in the various disciplines. Credits are applicable toward the degree.

LA 400 Senior Seminar 3 cr.
Senior Seminar is the first phase in a two-semester Capstone sequence. Students choose a topic in their fields and, through library research, write a comprehensive literature review that is then developed into an original Capstone project. Senior Seminar also synthesizes the full-semester internship with prior coursework, providing students with the opportunity to study a specific area of their major more deeply.

Liberal Studies
LST 480 Semester Internship (Fall) 12 cr.
A full-semester field experience requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. Prerequisites: All course requirements of the freshman, sophomore, and junior years must be completed, or permission of instructor.

LST 490 Liberal Studies Capstone (Spring) 3 cr.
Investigation of selected subjects with an emphasis on the most recent research in the field. The specific theories and techniques to be investigated are dependent upon the topic being considered. Students are required to do extensive library research and to give a major oral presentation during the term. Prerequisites: LST 480, LA 400.

Marketing
*All courses moved to course prefix BUS.

Mathematics
Students who qualify for or who have taken courses above algebra in high school cannot earn credit for algebra courses.

MTH 115 Perspectives in Geometry 3 cr.
An exploration of the mathematics involved with the visual nature of geometry. Students develop analytic, visualization and problem solving skills in the development of nontraditional geometric topics such as tessellations, three dimensional symmetry, topology and spiral growth. Satisfies the Math/Science core requirement.

MTH 120 Mathematical Ideas 3 cr.
Building upon a student’s algebra background, student will study linear equations and inequalities, functions and their applications. Prerequisites: Two years of high school math. Satisfies the Math/Science core requirement.

MTH 125 Probability 3 cr.
Stresses problem-solving strategies, critical thinking, and communication. It is intended to help students think logically and hypothetically in preparation for a course in statistics. Advanced probability theory is combined with Venn diagrams, trees, counting techniques, and logic. Linear correlation and distributions of discrete and continuous random variables are investigated as they relate to applications in business and social sciences. A TI 82 or 83 calculator is required. Satisfies the Math/Science core requirement.

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. A TI 82 or 83 calculator is required. Satisfies the Math/Science core requirement.

MTH 130 Applied Calculus I (Fall) 3 cr.
An introduction to the techniques of the differential calculus and its practical applications. The course includes a study of limits, Mean Value Theorem, maxima, minima, and partial differentiation, and exponential and logarithmic functions. An emphasis is placed in critical thinking and interpretation of applications from many fields. Prerequisites: MTH 120, 121, or three years of high school mathematics. Satisfies the Math/Science core requirement.

MTH 131 Applied Calculus II (Spring) 3 cr.
This course gives the student a practical understanding of integration. The student learns to interpret the definite integral in various contexts by having each topic
presented geometrically, numerically, and verbally. Topics include finding the area between curves, differential equations, and exponential, logarithmic, and trigonometric applications. The emphasis is on how to apply techniques and theories to the solution of real problems from management, social, and life sciences. Prerequisite: MTH 130, or permission of instructor. Satisfies the Math/Science core requirement.

**MTH 200 Discrete Mathematics** 3 cr. Concentrates on logic and problem-solving techniques including algebra of sets, relation and equivalence, Venn diagrams, scheduling, and game theory. Other topics include matrix arithmetic, systems of equations and linear programming. Prerequisites: four years of high school math. Satisfies the Math/Science core requirement.

**MTH 210 Quantitative Reasoning** 3 cr. Techniques of quantitative reasoning will be developed through the extensive use of real-world problem solving, and active and co-operative learning strategies. Students will be able to use this course to improve their ability to apply mathematical problem solving skills in the workplace. This will be a writing intensive course. Satisfies the Math/Science core requirement.

**Music**

**MUS 105 Endicott College Chorus I, II** 1 cr. each
Participation in a singing ensemble which rehearses weekly, performs works of varied music styles, and focuses on techniques to achieve proper choral sound and musical interpretation. Can be repeated for up to three credits. Satisfies the Arts and Humanities core requirement.

**MUS 106 Instruments and Voice I, II** 1 cr. each
Instruction in voice, piano, or other instruments is provided by special arrangement, and at an additional fee. One private music lesson per week. Hours arranged. Can be repeated for up to three credits. Satisfies the Arts and Humanities core requirement.

**MUS 110 Experiencing Music I** 3 cr.
An introduction to music covering basic musical elements, notation, instruments, form, structures, and historical periods, with emphasis on developing listening ability, and exploring the creative and expressive aspects of music. Satisfies the Arts and Humanities core requirement.

**MUS 111 Experiencing Music II** 3 cr.
A survey of the history of music of Western Civilization from the third century to the present with emphasis on important composers and evolution of musical style within historical periods. Prerequisite: MUS 110 or by permission of instructor. Satisfies the Arts and Humanities core requirement.

**MUS 201 Music Theory I** 3 cr.
A study of the structural aspects of music and their function, including intervals, scales, chords, key signatures, non-harmonic tones, harmonic analysis, and simple form structures. Satisfies the Arts and Humanities core requirement.

**MUS 202 Music Theory II** 3 cr.
A study of the structural aspects of music and their function, including advanced chords, modulation, chromatic harmony, ear training, harmonic analysis, and advanced form structures. Prerequisite: MUS 201. Satisfies the Arts and Humanities core requirement.

**MUS 210 Music Composition** 3 cr.
Writing original musical compositions, with emphasis on learning writing techniques, developing original harmonic, and melodic style, and exploring varied form structures, and combinations of voices and instruments. Prerequisite: MUS 201 or permission of instructor. Satisfies the Arts and Humanities core requirement.

**MUS 230 Foundations of Jazz** 3 cr.
A study of the roots of jazz music in America, the major characteristics of the genre, and the historical developments that led to the jazz movement of the 20th century. The impact of jazz in contemporary music will also be explored. The class will have an experiential component enabling students to integrate jazz principles with practice. Satisfies the Arts and Humanities core requirement.

**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 twentieth century. Satisfies the Arts and Humanities core requirement.

**Nursing**

**NU 110 Introduction to Professional Nursing** 3 cr.
This course introduces the student to critical thinking and communication in nursing. The role of the professional nurse is analyzed encompassing the historical perspective and current nursing practice. Concepts of wellness and health promotion are considered. The influences of culture, diversity and stress on individuals as a member of a group are explored. Students will develop interview and basic health screening skills. Class, two hours; lab/clinical, three hours per week.

**NU 210 Fundamentals of Nursing (Fall)** 5 cr.
The role of the professional nurse is analyzed focusing on current nursing practice. Nursing process is the organizing framework for planning, delivering, and evaluating nursing care. Concepts of wellness, health prevention, and safety are explored for adult and older adult clients. Discussion of alternative methods of achieving clinical goals is encouraged in class and clinical to develop critical thinking skills. Students develop psychomotor skills in guided nursing laboratory sessions. Clinical experiences are offered in long-term care settings in the community. Class, three hours; clinical, six hours per week. Prerequisites: SCN 201, SCN 202, PSY 110. Corequisite: NU 230. Open to majors only.

**NU 211 Care of Adults (Spring)** 8 cr.
Introduces 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. Nursing process is an organizing framework used to plan, deliver, and evaluate 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 pre-operatively, observe surgery, and accompany the patient through immediate recovery. Class, four hours; clinical, twelve hours per week. Prerequisite: NU 210. Co-requisite: SCN 335.

**NU 212 LPN Role Transition (Summer)** 4 cr.
Introduces concepts, skills, and principles that are an integral part of the professional nurse’s role. The organizational framework is medical-surgical nursing theory, but includes growth and development, nursing process, critical thinking, and teaching/learning. Clinical practice emphasizes the holistic care of adults experiencing medical-surgical conditions requiring hospitalization in the acute care setting. Class, three hours; clinical, one hour per week over a semester. Prerequisites: Licensure as an LPN in Massachusetts; successful completion of the NLN Mobility Profile I; courses in the freshman year of the nursing curriculum, and microbiology.

**NU 230 Health Assessment (Fall)** 3 cr.
Students use interviewing skills to collect 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 students ability to define and develop a current state of health including recognition of selected deviations from normal. Students practice assessment skills in nursing laboratory. Class, two hours; lab, two hours per week. Prerequisites: SCN 201, SCN 202, or RN status. Corequisite: NU 210.

**NU 305 RN Role Transition (Fall)** 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. Class, three hours per week. **Prerequisite:** Licensure as an RN in Massachusetts.

**NU 306 Nursing Research (Spring)** 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. Students enhance critical thinking skills while interpreting and critiquing research reports, and they develop research capabilities by developing a mini research proposal. The expected competencies of baccalaureate prepared nurses as participants on research teams and as consumers of research are examined. Class, three hours per week. **Prerequisites or corequisites:** MTH 125, MTH 126, NU 211.

**NU 307 Pharmacology (Spring)** 3 cr.
This course will expand the student’s knowledge of pharmacotherapeutics. Drug classifications, pharmacodynamics, and pharmokinetics of specific drugs will be discussed. Emphasis will be placed on monitoring the effectiveness of drug therapy. Special areas including safety in pregnancy, neonates, and geriatrics will be presented. Legal and ethical issues surrounding use and misuse of specific drugs will be reviewed. Class, three hours per week. **Prerequisite:** NU 211 or RN status.

**NU 309 Care of Children (Fall)** 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 analyses of specific case studies encourage peer review as a method to stimulate critical thinking. Class, three hours; clinical, six hours per week. **Prerequisites:** NU 211, SCN 105, SCN 201, SCN 202, SCN 335.

**NU 310 Care of Childbearing Families (Fall)** 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. Class, three hours; clinical, six hours per week. **Prerequisites:** NU 211, SCN 105, SCN 201, SCN 202, SCN 335.

**NU 311 Psychosocial Nursing (Spring)** 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. Class, four hours; clinical, twelve hours per week. **Prerequisite:** NU 211.

**NU 312 Nursing Externship (Summer)** 3 cr.
The Summer Nursing Externship is a clinical elective jointly sponsored by Endicott College and the North Shore Medical Center. The program is a ten-week; forty-hour per week experience that has both a work and an academic component. Students work with a baccalaureate prepared preceptor, participate in clinical seminars and develop a clinical portfolio.

**NU 408 Leadership and Management in Nursing (Fall)** 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. Class, three hours per week. **Prerequisite:** senior level standing.

**NU 410 Acute Care Nursing (Fall)** 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. Class, four hours; clinical, twelve hours per week. **Prerequisites:** NU 230, NU 307, NU 309, NU 310, NU 311.

**NU 411 Community Health Nursing (Spring)** 8 cr.
This course focuses on health in the community. Economic, political, 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. Clinically based experiences are provided in a variety of community health settings. Class, four hours; clinical, twelve hours per week. **Prerequisites:** NU 410, senior level standing.

**NU 415 Nursing Capstone (Spring)** 3 cr.
Provides students with the opportunity to investigate a topic related to nursing in which they have a particular interest. The project addresses a research question or research utilization topic. The outcomes of the project are a scholarly paper, an oral presentation, and a poster presentation. **Prerequisites:** NU 306, LA 400, and NU 410.

**INT 400 Nursing Internship and Seminar (Spring)** 2 cr.
The nursing internship is a 140-hour, preceptored clinical experience designed to facilitate the transition from nursing student to entry level baccalaureate practitioner. Students work with a preceptor for four weeks in January in an acute care or long term care facility providing therapeutic nursing interventions for multiple clients. During the Spring semester, students complete the internship by participating in weekly laboratory sessions related to the transition to the nursing practice. Clinical, 140 hours total; lab, three hours per week. **Prerequisite:** NU 410.

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**Philosophy**

**PHL 100 Insights in 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. Satisfies the Arts and Humanities core requirement.

**PHL 104 Ethics** 3 cr.
An investigation into the foundations and criteria for making ethical decisions. What constitutes moral behavior? What is value and its importance? How can one make an impact on issues that are “global” in nature? Satisfies the Arts and Humanities core requirement.

**PHL 201 Existentialism** 3 cr.
An examination of the central tenets of existentialism, the philosophy of existence. Themes such as questions of individuality, absurdity, and modernity will be examined through readings by authors such as Sartre, Camus, Heidegger, Dostoevsky, and Kafka. Satisfies the Arts and Humanities core requirement.

**PHL225 Philosophy and Film** 3 cr.
The study of cinema as a narrative will be analyzed within the conceptual framework of aesthetics, semiotics, and philosophy of language. Thus, there are three aspects emphasized in the course: the consideration of visual images in their formal structure; the analysis of these images as they constitute a discourse; and the way in which this discourse refers to, and construes, interpretations of reality. Other themes to be explored include the perception of the self in contemporary counter the traditional narrative of commercial cinema. Satisfies the Arts and Humanities core requirement.

**PHL 310 Bioethics** 3 cr.
An overview of the nature of ethical problems that face society today, and the ethical theories and principles relevant to these problems. Examines areas related to health, genetic engineering and the environment. **Prerequisite:** SCN 101 or PHL 104. Satisfies the Arts and Humanities core requirement.

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PHL 320 Post-Modern Ideas 3 cr.
Analysis of the evolution of Contemporary ideas as they follow, or break with, classical thinking about history, philosophy and subjectivity, art and politics. The critique of traditional philosophies of history as a linear process, of assumed ideas about the avant-garde in art, and the exploration of the relation between culture and politics constitute the main focus of the course. A variety of texts from contemporary authors (Jameson, Lyotard, Baudrillard, Said, among others) will be read and discussed in class debates.

Photography

PHT 106 Introduction to Photo Imaging 3 cr.
The theory and controlled use of photographic equipment and materials. This includes camera handling and exposure, the processing and printing of black and white photographs. Extensive work in “seeing” and designing effective photographs. Satisfies the Arts and Humanities core requirement.

PHT 116 Introduction to Digital Photography 3 Cr.
Introduces students to the technical and aesthetic aspects of digital cameras. The basics of the “digital darkroom” will be taught. Students will learn the essential elements of basic photography, including the editing and manipulation of still images. Satisfies the Arts and Humanities core requirement.

PHT 203 Documentary Photography 3 cr.
This is a hands-on, image making course in which the student will reveal and communicate something of importance of the places and people they encounter. The potential use for private, exhibited, and published use of the images will direct the shooting assignments. Prerequisite: PHT 106.

PHT 204 Color Photography 3 cr.
Color theory and its practical application, incorporating exposing and processing color film, and making prints from transparencies and negatives for exhibition. Areas of study include shooting color indoors, color balance, filtration and the visual and psychological/ emotional effects of using colors. Prerequisite: PHT 106.

PHT 301 Studio Photography I 3 cr.
A thorough exploration of the view camera in both black and white and color. The use of the studio and studio strobe lighting in solving problems in product and food photography for advertising. Prerequisite: PHT 106.

PHT 302 Studio Photography II 3 cr.
The extensive use of the “model on location” to solve problems in advertising, fashion, corporate and industrial photography. Large, medium and small format cameras are used to create both black and white and color images for commercial purposes. Prerequisite: PHT 106.

PHT 304 Portrait Photography 3 cr.
A studio and location course that examines the use of photography in portraying people. The effective use of light and working with the subject will be explored. Both studio and natural lighting and locations will be used. Prerequisite: PHT 106.

PHT 306 Photo Experimental Still Imaging 3 cr.
Explores the creation of images through the use of alternative media. Starting with traditional silver photography we expand into non-silver, digital and combined media in a pursuit of new, more expressive forms of communicating visually. Prerequisite: PHT 106.

PHT 325 Advanced Photography Seminar 3 Cr.
Provides intermediate photographers an opportunity to develop greater meaning and direction in their photography. The experience will begin with an examination of images and why we make them and will expand into a visual exploration of media and expression. Coursework and major project will culminate in a final examination and exhibition.

Physical Education

PE 101 Foundations of Pedagogy 3 cr.
Provides a framework for students to explore how teachers and students construct their learning and the types of learning environments that can be cultivated. The components of this framework include: the historical context of education, defining the philosophy of education, the science and art of teaching, the organization and culture of education, and the ethical dimensions of educational decision making. Students will utilize observation instruments to analyze physical educators practicing in public and private school settings with an emphasis on the seven legal duties of a physical education teacher.

PE 110 First Aid and Safety 3 cr.
This course is designed to expose students to the cognitive and applied principles of first aid and safety. Students will learn the techniques of basic life support (cardiopulmonary resuscitation), basic first aid and demonstrate them proficiently by National Safety Council Standards. Other topics include discussions on prudent living and treating various medical emergencies.

PE 117 Exercise Walking 1 cr.
Students are introduced to the concepts of target heart rate and exercising within their range. Various topics including running versus walking, distance versus speed, and environmental factors are discussed. Can be repeated for up to 3 credits.

PE 119 Modern/Jazz Dance (Fall) 1 cr.
A combination of several types of movement from slow/lyrical to fast staccato. The combination of Modern and Jazz allows the student to be exposed to a wider range of movement. Can be repeated for up to 3 credits.

PE 125 Self Defense 1 cr.
A summary of new martial arts techniques usually taught to black belts will help explore new opportunities to students. The student will understand how to administer these techniques through class lectures and hands on training of Tae Kwon Do, Song Moo Swan, Chung do Kwan, and Hapkido. Can be repeated for up to 3 credits.

PE 132 Tennis (Fall) 1 cr.
This is a beginning tennis class which covers the proper grip, execution of the forehand, backhand, serve, and volley. Scoring will be included as well as participation in singles and doubles matches. Can be repeated for up to 3 credits.

PE 180 Step Aerobics 1 cr.
Students perform a continuous series of step routines which lead to reaching their target heart rate. The course provides cardiovascular workout including warm up, aerobic session, cool down, and abdominal exercises. Can be repeated for up to 3 credits.

PE 201 Theory and Practice in Coaching 3 cr.
The study of principles and concepts in coaching: Sport philosophy, psychology, motivation, sports 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 205 Strategies in Physical Education 3 cr.
Explores the cooperative learning pedagogy continuum through the medium of sport games education. Students, through lecture, discussion, action research and practical sessions will explore some pathways to successful teaching/coaching experiences. The Matrix technique will be employed to assist in the collaborative selection of appropriate topics to be addressed along with baseline topics such as psychomotor appropriateness, learning preferences and tactical analysis. Students will develop unit and lesson plans as well as micro teach their peers in these skill areas: basketball, cricket, team handball and softball.

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. Through self assessment inventories students examine their health behaviors, identifying problems and recommending change areas in their lifestyles. Students will learn to refine their decision-making skills to help them make more educated decisions on various personal and community health problems including drug and alcohol misuse and abuse. Students will become knowledgeable on health-related topics enabling them to become a variable educator themselves. Community health services, functions, eligibility or access are explained.

PE 210 Nutrition 3 cr.
A course 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
PE 220 Motor Development in Physical Education  
3 cr.
Engages students in learning about changes that occur in motor behavior and learning across the lifespan. Emphasis will be given to motor development and how the developmental stages influence human beings’ lives. Developmentally appropriate strategies to teach movement will be emphasized. Students will be taught their peers the fundamentals of human movement and manipulative skills in a physical education setting.

PE 225 Motor Learning in Physical Education  
3 cr.
Provides an understanding of individual differences in motor abilities, processing information, and motor control. Students will learn how progression, sensory information, and structured feedback contribute to skilled performance. Students will develop their own teaching strategies in creative and traditional dance and present them to their peers in a physical education setting.

PE 234 Strength and Conditioning  
3 cr.
A focus on the principles of strength and conditioning as applied to physiological function and adaptations. Emphasis is placed on biomechanics, sports specific training, functional progression, teaching methodology, and program design. Administrative issues as well as other topics relating to the field of strength and conditioning are presented.

Prerequisites: SCN 202 and SCN 202.

PE 236 Yoga  
1 cr.
Students are exposed to deep breathing techniques and learn how to coordinate breathing with slow sustained exercises. Each class ends with a relaxation session. Can be repeated for up to 3 credits.

PE 255 Concepts of Athletic Training  
3 cr.
Analysis of sports medicine including care and prevention of injuries, nutritional considerations, conditioning and training, thermal disorders, and weight control in athletics. Prerequisites: PE 110, PE 201 or permission.

PE 370 Fitness Sampler  
1 cr.
This course is designed to start a student on the path to healthy living by exposing them to the following fitness concepts: Yoga (four weeks), Step Aerobics (four weeks), Weight Training (four weeks) and Health and Wellness (two weeks). Can be repeated for up to 3 credits.

PE 400 Coaching Practicum  
1 cr.
Students demonstrate competence in planning, implementing and evaluating athletic practices and contests. A monitored practicum in which students serve as assistant or head coach of interscholastic teams. Prerequisites: PE 201, PE 255, PE 110, PE 208, PE 210.

PES 114 Weight Training and Conditioning (Spring)  
1 cr.
Students will learn the correct techniques associated with current practices in weight training/conditioning. Instructional methods will be utilized in various types of free weights, the universal, and single and multi-functional machines. Students learn the major muscle groups used for each performed exercise and the scientific basis for strength training and conditioning. At the conclusion of the course, students will be able to develop individual and/or group strength training and conditioning programs. Prerequisite: Physical Education major or permission of instructor.

PES 115 Aerobics/Fitness (Spring)  
1 cr.
The major emphasis is on the theories and practice of aerobics and fitness and their incorporation into a physical education and/or fitness curriculum. The students learn the skill of “Target Heart Rate” assessment and its physiological importance in aerobic/fitness training. Various teaching methods and different aerobics programs and formats will be observed and evaluated. Students will learn to develop and choreograph aerobic and fitness programs. Students will be required to demonstrate the use of progressive sequence instruction and lesson plan development. Prerequisite: Physical Education major or permission of instructor.

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. Satisfies the Social Science core requirement.

PSY 110 Lifespan Development  
3 cr.
A basis for understanding physiological, behavioral and psychological development from conception to senescence. Examination of theory and research pertaining to personality and social, cognitive, sexual, moral and physical development. Note: This course does not satisfy core requirements and may not be substituted for PSY 200, 203 for Psychology majors. Students cannot receive credit for PSY 110 if they take either PSY 200 or PSY 203. Satisfies the Social Science core requirement.

PSY 200 Child and Adolescent Psychology (Fall)  
3 cr.
A basis for understanding behavioral and psychological development of the child from conception through adolescence. Examines theory and research pertaining to personality and social and cognitive development. Students cannot earn credit for PSY 200 if they take ED 104 and/or ED 105. Satisfies the Social Science core requirement.

PSY 203 Adulthood and Aging (Spring)  
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. Satisfies the Social Science core requirement.

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, prejudice, altruism, aggression, and/or communication will be studied in-depth. Prerequisite: PSY 100 or permission of instructor. Satisfies the Social Science core requirement.

PSY 300 Classroom Assessment (Fall)  
3 cr.
Methods and techniques of evaluation and assessment in education are the focus of this course. Emphasis will be given to the development of educational standards, design of performance-based assessments, and fair scoring of those assessments. (Previously called Evaluation and Assessment.)

PSY 301 Statistical Methods in the Social Sciences (Spring)  
3 cr.
Students will statistically analyze research data from contemporary studies in the field of psychology. They will also apply their understanding to the critical analysis and interpretation of SPSS generated data. Topics include: descriptive statistics (measures of central tendency and dispersion, correlation, regression and prediction), parametric and non-parametric inferential statistics. (e.g. t-test, ANOVA, Mann, X and Mann Whitney
PSY 302 Research Methods (Fall) 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. Prerequisite: PSY 100. Satisfies the Social Science core requirement.

PSY 303 Educational Psychology 3 cr.
Focus is on psychological theory as it applies to educational tests, individual differences, learning and motivation, communication and group processes, and normal physical, social and mental growth and development during the school years. Prerequisites: PSY 100 and PSY 200.

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. Prerequisite: PSY 100. Satisfies the Social Science core requirement.

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. Prerequisites: PSY 100 or SOC 101 and junior or senior year status or permission of instructor. Satisfies the Social Science core requirement.

PSY 306 Psychology of Sport 3 cr.
An examination of the interrelationships between psychology and sport science. Topics will include historical perspectives, sport personality, motivation, arousal, anxiety, attention, aggression, self regulation of psychological processes, sport leadership, group dynamics, sex roles, and racism. Prerequisite: PSY 100.

PSY 307 Cultural Psychology 3 cr.
This course examines culture as process. Emphasis is placed on the interaction of culture in various contexts. Particular attention is paid to the relationship of oppression to the formation of cultural identity. Paradigms from black, Asian and indigenous psychology will be included from a developmental perspective. Prerequisite: six credits in psychology.

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 psychosocial deviance. Prerequisite: PSY 100. Satisfies the Social Science core requirement.

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. Prerequisite: PSY 100.

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 psychodynamic, behavioral, cognitive, interpersonal and humanistic theories. Offered in alternate years. Prerequisite: PSY 100. Satisfies the Social Science core requirement.

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, learning and brain disorders. Prerequisites: PSY 100 and SCN 101 or permission from the instructor. Satisfies the Math/Science core requirement.

PSY 323 Stress and Illness 3 cr.
Could the psychological stressors of contemporary life effect 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. Prerequisite: PSY 100. Satisfies the Social Science core requirement.

PSY 324 Addictive Behaviors 3 cr.
The physical and psychosocial impact of addictions will be explored with an emphasis upon the involvement of professionals from different disciplines. Research studies on the prevalence, causes, and problems associated with addictive behaviors will be explored, as well as related policy questions. Prerequisites: PSY 100, or permission of instructor.

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. Satisfies the Social Science core requirement.

PSY 335 Theories of Counseling (Spring) 3 cr.
This course is designed to give students a solid foundation in the theories and practices of counseling and psychotherapy in current use in the field. Students will learn how the theories apply in various case studies and the personal characteristics of effective counselors and psychotherapists. Ethical issues and multicultural perspectives will be discussed. Prerequisite: six hours of Psychology.

PSY 340 Theories of Play 3 cr.
This course provides an interdisciplinary approach to the activity known as “play.” It explores the biological roots of this activity as well as anthropological data. It is designed to the student in exploring the relevance of these theoretical concepts to their various professions such as nursing, education, criminal justice, interior design, etc. Assignments will include field observations and applied projects integrated with the student’s major. Prerequisites: PSY 100, PSY 110, or PSY 200.

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. Prerequisites: PSY 100, PSY 220 or permission of instructor.

PSY 360 Psychology of Spirituality 3 cr.
We will survey the theory and research in the field of Transpersonal Psychology that is the interface of psychology and the spiritual disciplines. We will also explore applications with emphasis on meditation, psychotherapy and ritual. Prerequisites: 6 credits of psychology or permission of instructor. (Formerly PSY 420)

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 year standing, or permission of instructor. Students may take more than one section of this course as long as the topic is different from one section to the next.

PSY 480 Semester Internship (Fall) 12 cr.
A full semester field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. Prerequisites: All course requirements of the freshman, sophomore, junior years must be completed, or permission of instructor.

PSY 490 Psychology Capstone (Spring) 3 cr.
Investigation of selected subjects with an emphasis on the most recent research in the field. The specific psychological theories and techniques to be investigated are dependent upon the topic being considered. Students are required to do extensive library research and to give a major oral presentation during the term. Prerequisites: PSY 301, PSY 302, PSY 482, and LA 400. (Formerly PSY 415)
Science

SCN 101 Human Biology I (Fall) 4 cr.
Introduction to biological systems including basic chemistry. Overview of basic anatomy and physiology. Class, three hours; lab, two hours per week. Satisfies the Math/Science core requirement.

SCN 102 Principles of Biology (Spring) 4 cr.
Cell reproduction including mitosis and meiosis. Mendelian patterns of inheritance and human genetics. Introduction to evolution. Understanding of ecology. Class, three hours; lab, two hours per week. Satisfies the Math/Science core requirement.

SCN 105 Chemistry I (Fall) 4 cr.
This course introduces inorganic, organic, and biochemistry, with emphasis on the life sciences, and includes the chemical basis for the most important body process. No previous knowledge of chemistry is assumed. The laboratories cover the most basic and important techniques of chemical analysis, such as titration and pH determination, and introduce the student to chemical processes. Class, three hours; lab, two hours per week. Prerequisite: high school chemistry and algebra or permission of instructor. Satisfies the Math/Science core requirement.

SCN 106 Chemistry II (Spring) 4 cr.
The real world is made up of chemicals and runs on chemical processes. This course surveys the impact on our lives of chemistry in both world-wide issues (such as the ozone hole and global warming) and the personal (such as nutrition, drugs, legal and illegal, and aging). The emphasis is on discussion of issues, not chemical equations. Class, three hours; lab, two hours per week. Prerequisite: SCN 105 or equivalent.

SCN 107 Physics I (Fall) 4 cr.
A problem-solving approach to fundamental theories and experimental results in elementary physics. Calculus is introduced, but is not a prerequisite. Topics include metric systems of measurement, Newtonian mechanics, heat and sound waves. Class, three hours; lab, two hours per week. Offered in alternate years. Prerequisite: two years high school algebra or permission of instructor. Satisfies the Math/Science core requirement.

SCN 108 Physics II (Spring) 4 cr.
The approach and format of this course are the same as in Physics I. Specific topics covered in this semester are electricity and magnetism, electromagnetic waves and molecular/atomic/nuclear structure. Class, three hours; lab, two hours per week. Offered in alternate years. Prerequisite: SCN 107. Satisfies the Math/Science core requirement.

SCN 109 Fundamentals of Astronomy I (Fall) 4 cr.
A comprehensive approach to past and current astronomy. Astronomy I covers early astronomy; the distribution, properties and structure of stars and their life cycles; and our galaxy. Class, three hours; lab, two hours per week. Prerequisite: one year high school algebra or permission of instructor. Satisfies the Math/Science core requirement.

SCN 110 Fundamentals of Astronomy II (Spring) 4 cr.
The approach and format of this course are the same as in Astronomy I. Specific topics included in Astronomy II are the solar system; current space exploration; and other galaxies. SCN 109 and SCN 110 may be taken in either order of sequence. Class, three hours; lab, two hours per week. Prerequisite: one year high school algebra or permission of instructor. Satisfies the Math/Science core requirement.

SCN 115 Biosphere (Fall) 4 cr.
An integrated approach to understanding the Earth, environment, and its processes. A presentation of basic principles and applications of earth science, chemistry, and biology as they relate to the Earth and real world. Basic principles from the science disciplines are investigated through the laboratory experience. Satisfies the Math/Science core requirement. (Previously called Scientific Inquiry I.)

SCN 116 Nature of the Universe 4 cr.
An integrated approach to understanding the principles and organization of the universe. A presentation of basic principles and applications of physics, chemistry, astronomy, and cosmology as they relate to the universe and real world. Basic principles from the science disciplines are investigated through the laboratory experience. Satisfies the Math/Science core requirement. (Previously called Scientific Inquiry II.)

SCN 201 Anatomy and Physiology I (Fall) 4 cr.
A study of the human organism related 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. Prerequisites: SCN 101, SCN 102 or permission of instructor. Satisfies the Math/Science core requirement.

SCN 202 Anatomy and Physiology II (Spring) 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. Prerequisite: SCN 201. Satisfies the Math/Science core requirement.

SCN 207 Microbiology (Fall) 4 cr.
A study of the culture, biochemistry, serology, and pathogenicity of microorganisms. Preparations of media and use of techniques employed in isolation, identification and differentiation of these organisms. Class, three hours; lab, three hours per week. Prerequisites: SCN 101, SCN 102 or permission of instructor. Satisfies the Math/Science core requirement.

SCN 210 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 relationships 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 which will allow for analysis of current environmental status and national policy. Prerequisite: Environmental Science, Biology, Chemistry or equivalent.

SCN 215 Oceanography (Fall) 4 cr.
A basic investigation of the natural and human originated processes that influence ocean life in the intertidal, coral reef, and continental shelf to deep sea habitats. Life patterns, adaptations and interrelationships of organisms from mammals to plankton are addressed. The laboratory includes campus field work and local field trips. Class, three hours; lab, two hours per week. Prior science study preferred but not required. (Formerly SCN 130) Satisfies Math/Science core requirement.

SCN 220 Environmental Science (Spring) 4 cr.
Relationships between the living and nonliving 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 field work and local field trips. Class, three hours; lab, two hours per week. Prior science preferred but not required. Satisfies Math/Science core requirement. (Formerly SCN 131)

SCN 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
sociology, DNA as a scientific tool, fingerprinting, ballistics and firearm analysis. Prerequisites: SCN 102 or SCN 105, or equivalent. Satisfies the Math/Science core requirement.

SOC 240 Science and Society 4 cr.
An interdisciplinary, introductory level course that emphasizes the methods and relevance of scientific inquiry. Students will 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. Fulfills one science requirement. Satisfies the Math/Science core requirement.

SOC 260 Cosmology 3 cr.
The study of the structure and evolution of the astronomical universe (stars, galaxies, clusters of galaxies, etc.). Some relevant questions are: How large is the universe? What is its structure? How long has it existed? How has it changed over time? How will it continue to change in the distant future? How do we approach these questions? Prerequisite: One semester of college experience. Satisfies the Math/Science core requirement.

SOC 310 Gender, Women, and Science 3 cr.
This course will explore the relationship between gender and science through four foci. The first is the history of women as scientists, including women in the medical and nontraditional sciences. The second focus is on the current and historical scientific images of women through the studies of gender, of the two sexes, and of women as reproductive beings. The third focus is on the society of the scientific community and its effect on the membership, the image, and the teaching of science. The final focus is on science as a philosophy, or manner of thinking. Prerequisites: one semester of college science (biology, astronomy, psychology, ecology) and sophomore status. Satisfies the Writing Designated core requirement.

SOC 311 Issues in the Study of Genetics 3 cr.
This upper division course will deal with the ethical, legal, social, and historical aspects of genetics. Specifically it will include rules that apply to inheritance in cells and populations and the mechanism by which genes control growth, development, and appearance of the organism. Topics that will be covered will include DNA structure and replication, gene function, gene mutation, cytotgenetics, and the Human Genome Project. Prerequisites: SCN 101 or permission of instructor. Satisfies the Math/Science core requirement.

SOC 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. Satisfies the Math/Science core requirement.

Sociology

SOC 101 Introduction to Sociology 3 cr.
A systematic approach to the understanding of social life. The processes 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. Satisfies the Social Science core requirement.

SOC 220 Modern Social Thought 3 cr.
Understanding the effect of the social world on the individual. Specific topics covered will include class, social relationships, racism, consumerism, democracy and the political process. Prerequisite: SOC 101 or permission of instructor. Satisfies the Social Science core requirement.

SOC 300 Urban Sociology 3 cr.
An analysis of the effects of urbanization, industrialization, and technological advancement on the structure, composition, and life styles of communities. Emphasis is given to trends in sub-urbanization, urban renewal, urban social and economic problems, as well as community development policies. Prerequisite: Junior year status or permission of instructor. Satisfies the Social Science core requirement.

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. Prerequisite: SOC 101 and Junior year status, or permission of instructor. Satisfies the Social Science core requirement.

SOC 305 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, singlehood, alternative lifestyles, dual-career marriages, parenthood, divorce, and the family in various stages of development.

SOC 315 Social Psychology 3 cr.
See course description for PSY 305.

SOC 320 Racial and Ethnic Diversity in American Society 3 cr.
An advanced course dealing with the historical and theoretical causes of the various relations between minority and majority groups found in the United States. Emphasis is on the social, cultural and social psychological causes and the individual, group and institutional consequences of prejudice and discrimination. Satisfies the Social Science core requirement.

SOC 330 Death and Dying 3 cr.
Students will examine attitudes and practices towards death from an individual, historical and cultural perspective. The social, legal, and ethical implications of dying and death will be explored. The class will also discuss survivors and understanding the experience of loss.

Spanish

SP 101 Elementary Spanish I (Fall) 3 cr.
A systematic introduction to the fundamentals of the Spanish language. Grammar is presented within the framework of speaking the language, and correct use of everyday vocabulary is emphasized. Cultural readings on Spain and Spanish America are included. Class, three hours; lab, two hours per week. Satisfies the Arts and Humanities core requirement.

SP 102 Elementary Spanish II (Spring) 3 cr.
A continuation of Spanish 101. The reading and conversational work are intensified. Class, three hours; lab, two hours per week. Prerequisite: SP 101, two years of high school Spanish or permission of instructor. Satisfies the Arts and Humanities core requirement.

SP 201 Intermediate Spanish I (Fall) 3 cr.
A partial review of the fundamentals of the language as well as an introduction to additional points of grammar. Cultural and geographic materials on Spain and Spanish America are included. Class, three hours; lab, two hours per week. Prerequisite: SP 201 or permission of instructor. Satisfies the Arts and Humanities core requirement.

SP 202 Intermediate Spanish II (Spring) 3 cr.
A continuation of Spanish 201. The readings, grammar and conversational work are intensified. Class, three hours; lab, two hours per week. Prerequisite: SP 201 or permission of instructor. Satisfies the Arts and Humanities core requirement.

SP 225 Spanish for the Professions 3 cr.
This class is focused on the specific language needs of students according to their areas of study, including health care, business, education, and hospitality. Students need to only have a minimum command of Spanish in order to enroll in this course. Spanish for the Professions is a compact Spanish language course, therefore we will concentrate on the key points of the language. Satisfies the Arts and Humanities core requirement.

SP 301 Advanced Spanish I 3 cr.
Further development of communicative competencies in the Spanish language will be the focus of this course. Films, videos, interactive activities, and a range of readings will provide the basis for written assignments and classroom discussions. Prerequisites: SP 201, SP 202 or permission of instructor. Satisfies the Arts and Humanities core requirement.

SP 302 Advanced Spanish II 3 cr.
A continuation of Advanced Spanish I, this course further emphasizes students’ ability to speak and write in the Spanish language. Prerequisite: SP 301 or permission of instructor. Satisfies the Arts and Humanities core requirement.
**Special Topics**

**XXX 177–477 Special Topics 3 cr.**
Through Special Topics experimental courses and current issues courses can be offered on a one-time basis. The course prefix (for example, AT for Athletics and PSY for Psychology) will vary depending on the department offering the course, and the course number (177, 277, 377, and 477) will vary depending on the level of difficulty.

**Sport Management**

**SM 101 Principles of Sport Management (Fall) 3 cr.**
The goal of this introductory course in Sport Management is to prepare students to think as sport managers and solve problems utilizing the knowledge obtained through the course. This course provides students with a comprehensive understanding of sports as a business enterprise. The student will be able to apply the functions of planning, organizing, leading, and evaluating to the goals of a variety of sport organizations.

**SM 205 Sport Promotion and Marketing (Spring) 3 cr.**
Students will apply fundamental marketing concepts to the sport industry. Students explore the uses of sport as a promotional vehicle. The course provides an in-depth analysis of sport as a product, sport consumer markets, and sport product markets. Students prepare and organize marketing, promotional, and public relations campaigns. **Prerequisite: SM 101 or permission of instructor.**

**SM 215 Organization and Administration of Physical Education and Sports (Fall) 3 cr.**
A study of those procedures necessary for the effective organization and administration of a physical education and athletic program. Included will be a discussion of budget, management styles, eligibility, scheduling, purchasing and inventory, legal liability and office management. **Prerequisite: SM 101 or permission of instructor.**

**SM 250 Sport Venue Management 3 cr.**
Examines the life cycle concepts of sport venue management: design, construction, financing, and operations in private sport clubs, interscholastic and intercollegiate athletics, recreational programming, and professional sport franchises.

**SM 304 Athletic Event Management Practicum 1 cr.**
Students explore the day to day operations of managing various types of athletic facilities, contests, and functions. This course is designed to prepare students for future careers in various sport management positions. The on-site experience allows for extensive managerial responsibilities including problem solving and personnel coordination. **Prerequisites: SM 101, SM 201, SM 215.**

**SM 306 Psychology of Sport 3 cr.**
See course description for PSY 306. Satisfies the Social Science core requirement.

**SM 315 Philosophy and Sport (Spring) 3 cr.**
The relationship between sport and ethics is as strong today as it was during the festivals of the earliest cultures. Lovers of art, music, science, and literature often use athletic endeavors to explain the joy and sorrow they experience in their lives. In this course, sport will be closely examined in relation to our parallel lives by using “great ideas” to bridge some of the gaps between the way we think, know, and feel. The sporting context will be utilized to examine moral issues such as cheating, relational justice, and technological relativity. Metaphysical concepts relating to mind and body synthesis and divergence will be explored. **Prerequisites: Junior year standing or permission of instructor. Satisfies the Arts and Humanities and Writing Designated core requirements.**

**SM 320 Organizational Behavior 3 cr.**
See course description for BUS 320.

**SM 325 Sport and the Media (Spring) 3 cr.**
This course will introduce students to aspects of the electronic media as they relate to sports management. Theoretical discussions will analyze the role of sport cinema, television, and print as a vehicle for social change. The applied aspect of the course will focus on the myriad of sport writing situations and techniques. Guest lectures from the world of sport media will provide insight and context to classroom and field discussions. **Prerequisites: Junior year standing or permission of instructor. Satisfies the Social Science core requirement.**

**SM 350 The Sport Enterprise (Spring) 3 cr.**
This course integrates the theories of finance, economics, and accounting with sport management concepts. Students study the diverse forms of sport ownership, taxation, financial analysis, feasibility, and economic impact statements. Advanced topics include organizational budgets, financial strategies, and labor economics. **Prerequisites: ACC 101, ECN 101, ECN 102, Junior year status, or permission of instructor. Satisfies the Writing Designated core requirement.**

**SM 403 Sport in American Society 3 cr.**
Analysis on the past, present, future impact of sports on contemporary society. Explores the transformation of sport into the present commercial enterprise. Students research the development of sport, and the role of men, women, and minorities in sport. **Prerequisites: SM 101, SM 203, SM 215 or permission of instructor. Satisfies the Social Science core requirement.**

**SM 405 Sports Law (Spring) 3 cr.**
An in-depth analysis of the legal issues specific to the sport industry. Emphasis on tort liability, contract liability, contract law, and constitutional law. Current legal cases researched and analyzed. **Prerequisites: SM 101, SM 201, SM 215 or permission of instructor.**

**SM 480 Semester Internship 12 cr.**
A full-semsis field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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. **Prerequisites: All course requirements of the freshman, sophomore, and junior years must be completed, or permission of instructor.**

**SM 490 Sport Management Capstone (Spring) 3 cr.**
Acquired skills and knowledge are integrated in the full semester Capstone course. Individual projects are proposed, researched, and presented. Students explore advanced sport management issues, principles, leadership styles, decision making techniques, and marketing strategies. Integration of theory and practice in a final semester project. **Prerequisites: INT 100, INT 200.**

**Study Tour**

**XXX 388 Study Tour 3 cr.**
A semester-long course that culminates in a faculty led field experience.

**Visual Communications**

**VC 105 Introduction to Computer Graphics 3 cr.**
Introduction to visual problem solving with computers and an overview of the computer’s growing importance as a resource for visual communications. In addition to the hands-on experience with computers and peripherals, students will gain an understanding of the potential of this tool and its role within the development of information technology. Projects will be grounded in the context of the history of image and word. **Satisfies the Arts and Humanities core requirement.**

**VC 115 Principles of Graphic Design 3 cr.**
Students will explore and develop an understanding of graphic design and communication. Students develop a visual problem solving process for the design language of relating objects, systems, and spaces. Assignments and discussions include problem objectives, working to specifications, investigating alternatives, and presenting professional solutions. **Prerequisite: ART 115.**

**VC 203 Techniques and History of Graphic Design 3 cr.**
First course in a four-part series that emphasizes the various components of the design process. Introduces students to the basic concepts and techniques of graphic design within an overview of the major historical developments. Projects emphasize
developing skills with tools and techniques, visual aesthetics, and design strategies.  
Prerequisite: VC 105.

**VC 213 Production and Layout** 3 cr.
Preparation of mechanicals and development of layout concepts emphasizing integration of form, function and content. Use of grids and formats as key factors in organizing elements on a page. Sequential arrangement and organization of elements. The role of type as a functional element is introduced. Projects reflect assignments designers may encounter.  
Prerequisite: VC 203.

**VC 301 Computer Design and Illustration** 3 cr.
An intermediate level course using computers as a tool for visual communication. The creation and display of information, image, and/or text is examined, as well as the ways in which images communicate meaning.  
Prerequisite: VC 105.

**VC 302 Computer Animation** 3 cr.
Introduces students to the basic concepts of two and three-dimensional animation while developing a vocabulary and an array of technical skills. An overview of animation history, terminology and output will be explored. Development of storyboards and production of short animations using a variety of software programs.  
Prerequisite: VC 105, VC 301 preferred, or permission of instructor.

**VC 303 Digital Imaging and Manipulation** 3 cr.  
(formerly Photo Communication)
This studio course focuses on using digital photographic images. A variety of computer applications will be used to transform and manipulate images. An understanding of the potential of computer alteration and creation of images will be fostered.  
Prerequisite: GD 105 or permission of instructor. Satisfies the Arts and Humanities core requirement.

**VC 304 Typography** 3 cr.
Focus on typography—its legibility, readability, and use as a visual element. Development of sign systems and type structures. Students experiment with copy and pictorial elements in the design of logos, ads, posters and other pieces. Emphasis placed on visual expression, composition and problem solving.  
Prerequisite: VC 203 or permission of instructor.

**VC 310 Multimedia Presentation** 3 cr.
A focus on a range of technologies for the presentation of sequential information. Students explore the integration of image, graphics, video, sound, and text. Students develop an understanding of narrative and explore methods of constructing image/text relationships for arranging information in electronic media.

**VC 315 Computer Aided Package Design** 3 cr.
Explores the use of all appropriate media currently available to package designers. Students will acquire hands-on capabilities with the photographic, electronic, and traditional media involved in designing viable and attractive packaging. Issues of interest will be graphic design, comping and presentation, environmental impact, and cost. Students will be exposed to new, three-dimensional computer techniques and will use the computer to lay out developments and produce illustration, type, and presentations for clients.  
Prerequisite: VC 203.

**VC 322 Advanced Computer Animation** 3 cr.
This advanced interdisciplinary studio course emphasizes three dimensional animation on the computer as a tool for visual communications, advertising, and artistic expression. Individual and collaborative projects will be organized around the students’ area of specialization/interest in 3-D computer modeling. Theory and animation techniques will be covered as well as digital image manipulation in virtual space.

**VC 330 Web Page Design and Digital Communications** 3 cr.
The Internet and its social implications, the development and design of a Web site, and other issues relating to effective Web site creation are covered. An introduction to HTML (Hypertext Markup Language) and to Web page layout software is addressed as well. Students will learn how to integrate text, graphics, sound, animation, and video into an effective web page. Planning, implementation, and maintenance of a Web site is also covered in this class.  
Prerequisite: GD 105 or permission of instructor.

**VC 345 Motion Graphics** 3 cr.
This course helps students gain a fluency in the vocabulary and implementation of type, image, and sound where ideas come to life through the study of motion in space and time. Students will investigate the ways by which a designer has a tremendous amount to contribute to film, television and the digital media by not only being concerned with aesthetics, but by also organizing complex ideas, emotions and information into narrative forms that audiences can use and understand. Theory and technical skills will be taught side-by-side.  
Prerequisite: VC 203, Techniques and History of Graphic Design.

**VC 401 Advanced Issues in Design** 3 cr.
Emphasis on refining personal design sensibilities and technical skills. Students work on individual projects while further integrating type and image. Development of a professional portfolio and personal identity system.  
Prerequisite: GD 303 or permission of instructor.

**VC 403 Advanced Computer Projects** 3 cr.
This advanced, interdisciplinary studio course emphasizes visual design on the computer as a tool for corporate communications and public relations. Collaborative projects will be organized around the students’ areas of specialization, including such topics as 3-D computer modeling, advanced animation techniques, and pre-press for printing.  
Prerequisites: VC 302, VC 310.

**VC 490 Visual Communications Capstone** 3 cr.
Accumulated skills are put into the final semester efforts, which stress professional application and practice. Advanced solutions are conceived, budgeted and developed into a finished final presentation.  
Prerequisite: senior standing in Visual Communications, LA 400. (Formerly VC 406)

**VC 480 Semester Internship** 12 cr.
A ful-semester field experience that requires students to apply academic theories to the professional work environment. The fourteen week period is planned and supervised by faculty and site supervisors. A biweekly, on-campus supervision group provides 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.  
Prerequisites: All course requirements of the freshman, sophomore, and junior years must be completed, or permission of instructor.
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Internship Coordinator
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Associate Dean of the Library
to be announced

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Reference Librarian
Abigail Nelson
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Assistant Librarian
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B.S., Boston College
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Director of Graduate Business Programs
Robert McGrath
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Director of Student Services
Jason Powers
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Assistant Registrar for Graduate and Professional Studies
Priscilla Sabean
A.S., Endicott College

Assistant Dean of Graduate Education
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Director of Media Relations
Frank Ferrel

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Assistant Director of Athletics, Head Coach of Field Hockey and Women’s Lacrosse
Laura O’Neil
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Contest Management Coordinator,
Head Coach of Men’s Basketball
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Athletic Recruitment Coordinator,
Head Coach of Men’s Lacrosse
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Assistant Athletic Trainer
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Assistant Athletic Trainer
Michael K. Nelson
B.S., Rhode Island College; M.S., Old Dominion University

Equestrian Coach
Stephanie Andreottola
B.S., Colby-Sawyer

Golf Coach
Michael Bemis
B.S., University of Massachusetts–Boston

Head Coach of Men’s/Women’s Volleyball
Timothy Byram
B.A., University of Maine–Farmington

Head Coach of Men’s Soccer
Stepfano Franciosa
B.S., Salem State College

Head Coach of Women’s Soccer
Dina Gentile
B.A., Adelphi University; M.S., Springfield College; Ed.D., Boston University

Head Coach of Men’s/Women’s Tennis
Mark Herlihy
B.A. Tufts University; M.A., Ph.D., Brown University

Head Coach of Softball, Volunteer Programs
Mark Veilleux

Head Coach of Football
James B. Wells
B.A., Trinity College

Assistant Football Coach
Kyle Sweeney
B.S., Occidental College; M.S., Illinois State University

Head Coach of Men’s/Women’s Cross Country
tba

Head Coach of Women’s Basketball
tba
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Note: List of teaching faculty updated August, 2003.

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*Honorary †Historian
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DISCOVER THE EXPERIENCE...

APPLICATION FOR ADMISSION:

Deadline for Fall . . . . . . February 15
Deadline for Spring . . . . December 15

Instructions

1. Please type or print the answers to ALL questions. (Adult students should answer all relevant questions.)
2. Return the completed application along with a non-refundable fee of $40.00. Please remember to sign the application and have your parent or guardian also sign it if you are under 18 years of age.
3. Arrange to have the following information sent along with your application or under a separate cover:
   a) Official High School Transcript
   b) Answer to Essay Question (found on reverse side)
   c) Recommendation from Teacher or Guidance Counselor
   d) SAT or ACT scores (U.S. citizens).
      The College requests that scores be sent directly from ETS (EC code 3369) or ACT (EC code 1824).
   e) TOEFL (international applicants)
   f) College Transcript (transfer students only)
4. Check the appropriate items:

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Full Name __________________________________________________________

Last/Family name ___________________________________ First ____________

Middle ___________________ Maiden name ______________________

Social Security Number _________ – _______ – _______

Email Address __________________________________

Permanent Mailing Address ___________________________________________

City ___________________________ State or Country ______________ Zip or Postal Code __________

Telephone (______) ______________ FAX (______) ______________ Work (______) ______________

Date of Birth ______ / ______ / ______

Month ____________ Day ____________ Year ____________

Place of Birth __________________________________________________

Eff. date: From ____________ To ____________

City ___________________________ State or Country ______________ Zip or Postal Code __________

Telephone (______) ______________

Person(s) Responsible for Payment: Name __________________________________

Relationship to Student ______________________________________________

Street Address ______________________________________________________

City ___________________________ State or Country ______________ Zip or Postal Code __________

Telephone (______) ______________ FAX (______) ______________ Work (______) ______________

FATHER

Name _____________________________________________________________

Address ________________________________________________________

City ___________________________ State _____ Zip _________________

Home Phone #(______) ____________________________

Employer ______________________________________________________

Occupation ____________________________________________________

Business Phone #(______) ____________________________

Email _________________________________________________________

MOTHER

Name _____________________________________________________________

Address ________________________________________________________

City ___________________________ State _____ Zip _________________

Home Phone #(______) ____________________________

Employer ______________________________________________________

Occupation ____________________________________________________

Business Phone #(______) ____________________________

Email _________________________________________________________
**HIGH SCHOOL/COLLEGE INFORMATION**

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**TRANSFER STUDENTS**

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**ESSAY QUESTIONS**

Please respond to one of the following essay topics (500–750 words minimum).

1. Define what success means to you and how Endicott will contribute to your future academic, personal, and professional success.

2. J.T. Adams stated, “There are . . . two educations. One should teach you how to make a living and the other how to live.” Describe what the quote above means to you and your expectations of your Endicott experience.

Your response to the following question is strictly voluntary and is being asked in order to furnish statistics, as required by the Department of Education. Please check the categories which most accurately describe your racial/ethnic background.

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Hispanic
- Black, Non-Hispanic
- White, Non-Hispanic
- Other (explain)

I hereby make application for the above-named student and agree to the fees, terms, and conditions as set forth in the catalog. In consideration of the undertaking by the Admission Office to process this form, the undersigned agrees that the information furnished on the application form, together with all information and materials of any kind received by the Admission Office from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone, including the candidate and his or her family, except that the Vice President of Admission may, for official purposes at his discretion, disclose any part or all thereof to such person or persons as required by the applicable law.

Signature of Applicant ____________________________ Date ________________

Signature of Parent or Guardian ____________________________ Date ________________

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.

9/03