Eastern Nazarene College

Division of Adult & Graduate Studies

AGS Student Handbook and Catalog

2016-2017

180 Old Colony Avenue, Quincy, MA 02170

(617) 774-6800 | http://www.enc.edu

Contents

I. THE COLLEGE

1.01 WELCOME

The Board of Trustees and Administration of Eastern Nazarene College welcome you to the Adult & Graduate Studies division. This is a program specifically designed to challenge and motivate the working adult learner.

1.02 HISTORY OF EASTERN NAZARENE COLLEGE

The Institution which became Eastern Nazarene College (ENC) was founded as the Pentecostal Collegiate Institute in Saratoga Springs, New York in 1900. Two years later the Institute was moved to North Scituate, Rhode Island. In 1918, the school was re-chartered as Eastern Nazarene College. The following year the College purchased the property of the Quincy Mansion School for Girls on the former estate of Josiah Quincy (1802-1882), a mayor of Boston in the 1840's. On the campus in Wollaston, Eastern Nazarene operated both an Academy and a College until 1954. The post- World War II boom in college student enrollment resulted in the closing of the Academy and the construction of most of the buildings on the Wollaston campus.

The New England Association of Schools and Colleges granted ENC accreditation in 1943. In 1964, the Commonwealth of Massachusetts authorized ENC to grant the Master of Arts degree in Religion. In 1981, the College charter was further amended to authorize Eastern Nazarene College to grant Master of Arts degrees in Family Counseling and Pastoral Counseling and the Master of Education degree. In 1998, the College charter was again amended to authorize Eastern Nazarene College to grant the Master of Science degree.

Today the College prepares students for service and leadership roles in Business, Teacher Education, Industry, Government, Christian Ministries, and other areas. The educational activity of the College is not confined to the 15-acre campus, but rather is associated with other organizations and institutions, especially in the South Shore area. With the addition of the LEAD Program (now the Division of Adult & Graduate Studies) in 1990, Eastern Nazarene College further expanded its service to the eastern Massachusetts area.

1.03 COLLEGE MISSION

The mission of Eastern Nazarene College is to serve God, the Church, and the World by providing a quality liberal arts education to students of all ages. ENC seeks to create and maintain a Wesleyan environment which awakens and fosters truth, righteousness, justice, and holiness as made possible by God's transforming grace through Jesus Christ.

ENC seeks to serve the Church of the Nazarene in particular and the Church in general by equipping people for Christian leadership and service to humanity. As a Christian community, the College strives to embody academic excellence, personal integrity, and respect for each individual. The entire

educational program encourages each person to become a creative and redemptive force in the world through integration of the richness of the Christian tradition and the human quest for understanding.

1.04 AN EXPLANATORY WORD ON THE LIBERAL ARTS

The mission statement of Eastern Nazarene College defines the College as a liberal arts institution. The liberal arts are those broad areas of study which transmit cultural heritage, cultivate a love of learning, and provide the student with a firm basis to deal with contemporary problems. Therefore all undergraduate students at Eastern Nazarene College, regardless of their specific program or major, are required to complete a comprehensive set of courses designed to acquaint students with great personalities, ideas, and movements of history, as well as to challenge students to a never-ending quest for new knowledge and personal growth.

1.05 ACCREDITATION, AFFILIATIONS, AND ARTICULATION AGREEMENTS

A. Accreditation

Eastern Nazarene College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

> Commission on Institutions of Higher Education
> New England Association of Schools and Colleges, Inc.
> 209 Burlington Road, Bedford, MA 01730-1433
> (781) 271-0022, Email: cihe@neasc.org

In addition, Eastern Nazarene College has gained professional and program accreditation from the following agencies: (see the most current traditional undergraduate catalog for the full list)

- Department of Elementary and Secondary Education of the Commonwealth of Massachusetts
- National Association of State Directors of Teacher Education and Certification
- Council on Social Work Education
- Massachusetts Board of Higher Education

B. Affiliations

Eastern Nazarene College is also a member of and/or affiliated with the following organizations: (This is a partial list that shows affiliations most directly associated with the nontraditional and/or graduate programs. For a full list, refer to the most current traditional undergraduate catalog.)

American Association for Adult and Continuing Education

American Association of Colleges for Teacher Education

American Association of Collegiate Registrars and Admissions Officers

American Association of Higher Education

American Association of Presidents of Independent Colleges and Universities

American Council on Education

The Association of Baccalaureate Program Directors in Social Work

Association of Business Administrators of Independent Christian Colleges

Association for Christian Adult Higher Education

Association of Governing Boards of Universities and Colleges

Association of Independent Colleges and Universities of Massachusetts

Boston Education Collaborative

Christian Higher Education Commission of the National Association of Evangelicals

The College Board

Commission on Higher Education of the Christian Holiness Association

Consortium for the Advancement of Adult Higher Education

Council for Christian Colleges and Universities

Council for the Advancement and Support of Education

Massachusetts Association of Colleges for Teacher Education

National Association of Advisers for the Health Professions

National Association of Christian College Admissions Personnel

National Association of College Admissions Counselors

National Association of College and University Business Officers

National Association for Developmental Education

National Association for the Education of Young Children

National Association of Independent Colleges and Universities

National Association of International Educators

National Association of Social Workers

National Council of Teachers of English

New England Resource Center for Higher Education

North American Association of Christians in Social Work

C. Articulation Agreements

Eastern Nazarene College currently has formal articulation agreements with the following institutions: (this list is subject to change)

- Bristol Community College, Fall River, MA and Taunton, MA
- Massasoit Community College, Brockton, MA and Canton, MA
- Quincy College, Plymouth, MA
- Roxbury Community College, Roxbury, MA

1.06 NOTICE OF NONDISCRIMINATION POLICY

Eastern Nazarene College stands committed to providing all students fair treatment and an educational environment free of unlawful discrimination and harassment. Sexual harassment is a form of sex discrimination and prohibited under Title IX. ENC does not discriminate on the basis of race, color, religion, national origin, gender, age, disability, genetic information, veteran status or any other category protected by law in admission to, access to, treatment in, or employment in its programs and activities. In addition, discriminatory harassment based on race, color, religion, national origin, gender, age, disability, genetic information, veteran status or any other category protected by law is illegal conduct that is not consistent with the mission and values of ENC.

Any student, who believes he or she is being subjected to unlawful discrimination or unlawful harassment, including sexual harassment, should inform the Vice President of Student Development and Title IX Coordinator, the Dean of Students, the Director of Human Resources or any employee of the College.

II. DIVISION OF ADULT & GRADUATE STUDIES

2.01 MISSION OF THE ADULT & GRADUATE STUDIES DIVISION

The Division of Adult & Graduate Studies (AGS) at Eastern Nazarene College seeks to fulfill the mission of the College by:

- Providing an opportunity for advanced study by qualified students consistent with the resources of the College.
- Pointing to ways in which the Christian faith can be integrated with the professional focus of the various programs.
- Maintaining an atmosphere characterized by openness to truth, appreciation of the religious dimensions of life, and commitment to a more humane world.
- Providing an opportunity for serious reflection on the issues of faith and ethical concerns as they become relevant to the professional.
- Addressing the major issues and models for business, education, and family counseling.

2.02 AGS DEGREE PROGRAMS

The degree programs in the Division of Adult & Graduate Studies were developed out of the desire to serve the adult population in eastern Massachusetts in a spirit open to innovation. Eastern Nazarene College understands the special requirements of adults who are interested in receiving a college degree but who must also continue to meet their professional, personal, and family commitments. By combining theory and practical experience, these programs are designed for those working adults.

The nontraditional AGS division offers the following undergraduate and graduate degrees:

In **Business**:

- Associate of Arts in General Business (AC)
- Associate of Arts in General Studies
- Bachelor of Arts in Management (BAM)
- Bachelor of Science in Business Administration (BSBA)
- Master of Science in Management (MSM)

In **Education**:

- Associate of Arts in Early Childhood Education
- Bachelor of Arts in Early Childhood Education (ECE-BA or ECE-DC)
- Bachelor of Arts in Education (BEd)
- Master of Education (MEd)
- Master of Education in Higher Education Administration (HEA)

In **Counseling**:

- Master of Science in Marriage and Family Therapy (MFT)

2.03 NONTRADITIONAL PROGRAM STRUCTURE

Nontraditional educational models are built upon the principles and practices of adult education, according to research that has been conducted throughout the last century. Because of that research, Eastern Nazarene College is confident in its ability to offer high quality educational opportunities using established nontraditional models.

A. Cohort Model

When students enroll in a degree program, they are grouped with other students from the same program into a cohort. The cohort takes all of its classes together throughout the duration of the program.

B. Course Structure

The majority of degree programs offered by the AGS division operate on an accelerated program schedule in which students take a single course at a time within a concentrated period of time. This model anticipates that adult students, who have already gained a background of practical experience, are able to grasp the theory and concepts more quickly and completely than traditional-age students might.

Because of the accelerated schedule, AGS emphasizes the efficient use of class time. Instructors are encouraged to use class time only for enhancing experiences, not for reviewing the textbook or accomplishing work that adults could do on their own. Consequently, students are expected to accomplish much of the work required by the curriculum outside of class, either independently or through group work.

2.04 CURRICULUM

The curriculum for each nontraditional program has been designed by faculty from ENC's academic departments to ensure that AGS students are able to meet the learning outcomes specific for each program (see Section IX). Courses are taught using a standard syllabus (developed under the authority of the academic department) so that learning outcomes are consistently met regardless of which faculty member is currently teaching the course.

A. Program Faculty

The faculty of the Division of Adult & Graduate Studies is comprised of members of ENC's full-time faculty, as well as qualified adjunct faculty.

B. Instructional Methods

Since authentic learning is a particular hallmark of AGS programming, all coursework is concerned with relating theory to practice. Instructional methods vary by the particular demands of a course, but they most frequently include the following: mini-lectures, seminars, case studies, role-playing, simulations, and student-selected projects related to the student's own professional goals.

C. Student Workload Expectations

While the expectations for each course will vary somewhat, students enrolled in accelerated 3-credit courses should expect to spend approximately 20 hours each week <u>outside of scheduled class time</u> engaged with the course content and/or working on their assignments. (Courses with more than 3 credits and graduate courses will naturally require proportionally more time spent outside of class.)

D. Final Comprehensive Requirements

Every bachelor's and master's degree program at ENC requires successful completion of a final comprehensive exam or project; all AGS programs also follow this requirement.

Business programs:

- **BA in Management**: successful completion of the Capstone Business Project, a primary business research project
- **BS in Business Administration**: successful completion of the Capstone Business Project, a primary business research project
- **MS in Management**: successful completion of an Integrated Thesis Project based on the student's field of interest

Education programs:

- **BA in Early Childhood Education** (nonlicensure): successful completion of a practicum (student teaching) experience and a comprehensive teaching portfolio that documents the student's ongoing development as an educator
- **BA in Education** (for public school licensure in elementary or early childhood levels): successful completion of a practicum (student teaching) experience, a comprehensive teaching portfolio that documents the student's ongoing development as an educator, and an Exit Interview with the department.
- **MEd** (for public school licensure in elementary or early childhood levels): successful completion of a semester-long practicum (student teaching) experience, a comprehensive teaching portfolio based on the Professional Standards, and an Exit Interview with the department.
- **MEd in Higher Education Administration**: successful completion of an Integrated Thesis Project based on the student's field of interest

Counseling program:

- **MS in Marriage and Family Therapy**: a practicum experience of 100 total hours (with 40 direct service hours) and a year-long clinical internship of 600 total hours (with 260 direct service hours).

2.05 CLASS SCHEDULES

During orientation, students are provided with an official cohort calendar that outlines the full extent of his/her registered courses. It specifies the sequence of courses and indicates meeting dates for each class session. Every course in the program is a required component and is designed to be taken in sequence. Although it is possible to change one's registration in the event of extenuating circumstances (see Section 6.08), students are urged to remain with their cohort to the extent possible.

Because of the accelerated pace of the program, the Division recognizes a minimum number of holidays. The cohort calendar has already taken these holidays into account and they are reflected as "Break" weeks.

Occasionally classes may need to be re-scheduled for weather or another emergency (see Section 8.07). All cancelled class sessions must be made up within the established period of time the course is scheduled.

2.06 SITE LOCATIONS

To better serve working adult students, AGS classes and support services are delivered at off-campus locations that are in closer proximity to students' homes or workplaces. AGS classes meet at a variety of locations throughout eastern Massachusetts. (Please refer to the website for specific addresses and contact information.)

	AC	BAM	BSBA	MSM	ECE	BEd	MEd	HEA	MFT
Brockton (Massasoit Community College)		x	x	x		x		x	
Brockton (Self-Help Inc)					x				
Canton (Massasoit Community College)		x						x	
Fall River (Bristol Community College)		x	x	x				x	
Plymouth (Quincy College)		x	x						
Quincy (Old Colony Campus)	x	x	x	x	x				x
Quincy (Wollaston Campus)							x		
Roxbury (Dimock Head Start)					x				

	AC	BAM	BSBA	MSM	ECE	BEd	MEd	HEA	MFT
Roxbury (12th Baptist Church)		x	x		x				
Taunton (Bristol Community College)		x	x						
Wareham					x				

2.07 ACADEMIC ADVISORS

Each student is assigned a professional Academic Advisor at the start of his/her enrollment. Although students are personally responsible for their education and the ultimate outcome of their education, the Academic Advisor serves as an advocate for the student, providing students with the appropriate tools and resources for navigating their educational journey.

The Academic Advisor is fully versed in the requirements of each degree program, the various institutional policies and procedures surrounding the student's continued enrollment, and the campus services and resources available to assist the student.

When students have questions or concerns, the Academic Advisor should be the first point of contact. Similarly, when faculty members have concerns about a student's success in a course or program, the Academic Advisor should also be the contact.

For up-to-date contact information for Academic Advisors, students and faculty can check the AGS portion of the ENC portal page (http://portal.enc.edu/).

2.08 CURRICULAR ASSESSMENT

The Division of Adult & Graduate Studies, along with the College Administration, continues to assess the Division's effectiveness. The College is seeking answers to such questions as:

- How much do students really learn, both about their content area and about the broader intellectual, emotional, and spiritual aspects of life?
- How do the programs help students to gain professional and personal success?
- How do the programs fulfill students' expectations?
- How do outcomes of this program compare with those of similar programs and with traditional programs?

AGS degree programs are assessed at the program level via the College's program review process. Program review is a self-examination process designed to assist academic departments in improving their academic programs and better serving their students. Consequently, vigorous and candid analysis, with a focus on program improvement, must characterize all program reviews.

All academic programs in the College are reviewed according to a 5-year cycle. AGS degree programs are scheduled for review alongside the academic department with curricular oversight for that program. For example, when the Education department is scheduled for their program review, all AGS education programs will also be included in that review. New programs are scheduled for review following an initial 5-year developmental period.

III. ADMISSIONS

3.01 ADMISSIONS CRITERIA

The Division of Adult & Graduate Studies welcomes all applicants regardless of race, color, religion, national origin, gender, age, disability, genetic information, veteran status or any other category protected by law.

A candidate for the *undergraduate* AGS programs must have a recognized accredited high school diploma or GED, and a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale in any previous college work.

A candidate for the *graduate* AGS programs must have a Bachelor's degree from a regionally accredited college and a minimum GPA of 2.5.

The files of applicants who do not meet all of the admissions criteria will be reviewed on a case-by-case basis by the AGS Admissions Committee to determine eligibility and/or any conditions of admittance. A personal interview may be required of some candidates.

3.02 APPLICATION PROCESS

The Division of Adult & Graduate Studies operates on a rolling admissions basis and accepts applications throughout the year. In order to be considered for admission to a new cohort, the application must be submitted at least 4 weeks prior to that cohort's start date. (In some circumstances, applicants may be allowed to join an existing cohort, starting no later than that cohort's second course in the program.)

A. Undergraduate Application Process

To apply for admission to an undergraduate AGS program, applicants must:

1. Complete the undergraduate application form, which is available online.
2. Pay the application fee.
3. Provide an up-to-date resume detailing employment history, volunteer experiences, and other relevant life experiences.
4. Provide official transcripts for all previous college-level work. If there is no previous college experience, an official high school or GED transcript must be provided. (If any of these institutions are located outside the United States, the transcript must first be evaluated by a NACES agency. Refer to Section 3.02C, below.)

B. Graduate Application Process

To apply for admission to a graduate AGS program, applicants must:

1. Complete the graduate application form, which is available online.
2. Pay the application fee.

3. Provide an up-to-date resume detailing employment history, volunteer experiences, and other relevant life experiences.
4. Provide official transcripts for all previous undergraduate and graduate work. The conferring of a Bachelor's degree must be clearly noted on a transcript. (If any of these institutions are located outside the United States, the transcript must first be evaluated by a NACES agency. Refer to Section 3.02C, below.)
5. Provide recommendations from 3 professional individuals who can assess the scholastic, professional, and/or personal qualifications of the applicant. (The recommendation form is available online.)
6. Provide a 1,200 word essay explaining why you wish to pursue the graduate program.

C. International Students' Application Process

There are four steps to the application process for international students:

1. Academic qualification for admission as indicated in Section 3.01 above, including the translation/evaluation of documentation if necessary (as noted below), and the submission of TOEFL scores (paper-based test: 500 minimum score for undergraduates and 550 minimum score for graduate students; internet-based test scores will be evaluated on a case by case basis).
2. Completion of the application process for the desired program as indicated in Section 3.02A or 3.02B above.
3. Completion of International Student Certification and financial documentation proving the ability to cover the expenses of education and support while in school.
4. Submission of required F-1 visa documentation (I-20) and fees in order to secure clearance to enter the United States as a student.

All international students need to have their transcripts officially evaluated by any member agency of the National Association of Credential Evaluation Services (NACES), such as the following:

> ***World Education Services (WES)***
> Bowling Green Station
> P.O. Box 5087
> New York, NY 10274-5087
> Phone number: 212-966-6311; Fax Number: 212-739-6100
> Website Address: www.wes.org; Email Address: info@wes.org

Visit the NACES website at http://www.naces.org/members.html for a list of other member agencies providing transcript evaluations.

D. Notification of Admissions Decision

An admissions decision is not made until all required materials have been received. Applicants will be notified of the decision by mail within 2 weeks of finalizing their admissions paperwork. In the event that extenuating circumstances are presented (e.g. translation of documents), an admissions decision will be made as soon as it is feasible to do so.

3.03 ADMISSION STATUS

A. Full Admission

Upon approval of the Assistant Director of Admissions, applicants who meet admission criteria and have completed all necessary admissions paperwork and processes are fully admitted to the program.

B. Conditional Admission

An applicant may be conditionally admitted into a program for one of two reasons:

1. *Incomplete admissions file.* If the admissions documentation is unofficial or incomplete, the student must submit the necessary documents – including official transcripts from all schools – by the end of the second course. Students whose files remain incomplete at the end of the second course will not be allowed to continue in the curriculum.
2. *Concerns for academic unreadiness.* Applicants for undergraduate programs who have a GPA of less than 2.0 may be conditionally admitted on a case-by-case basis upon the approval of the Program Director if other application criteria are strong. Such students must achieve at least a 2.5 average in their first four courses in order to be allowed to continue in the program.

C. Admission as a Special Registration (Non-matriculating Student)

Applicants may be enrolled as a non-degree-seeking (or non-matriculating) student. Non-matriculating students can register for up to 9 credits before applying for admission to the program.

Upon acceptance, the student will be assigned an Academic Advisor who will serve as the primary point of contact in helping the student prepare for class. Please note that non-matriculated students are not eligible for financial aid.

3.04 TRANSFERABILITY OF CREDIT

A transfer evaluation report is created once a student's official transcripts have been received and evaluated. When previous course work is determined to be substantially equivalent to a specific course at Eastern Nazarene College, credit is granted in the ENC course and that requirement is met. The department/division overseeing that program of study shall review and approve all equivalencies.

A. Undergraduate Transfer Credit

1. Credits from colleges and universities that are accredited by any of the six regional accrediting associations in the United States may be accepted for transfer if the courses were taken within the past 7 years. Exceptions may be granted by the program director on a case-by-case basis.
2. Courses submitted for transfer credit shall receive ENC credit if the course was completed with a grade of C- or better at an accredited degree-granting institution and the course is accepted towards graduation at Eastern Nazarene College. Pass/Fail courses will not transfer, with the exception of Physical Education Activity courses.

3. There shall be no delineation between traditional courses and distance-learning/online courses as long as the course meets the criteria stated in items 1 and 2.

4. Credits taken at another college are NOT counted toward determining enrollment status (full-time or part-time) at ENC.

5. For courses counting toward an Associate or Baccalaureate degree program, a minimum of 25% of the total number of credits for the degree must be satisfied at Eastern Nazarene College.

B. Transfer Credit From Partner Schools

ENC has established formal articulation agreements with a number of local community colleges (see Section 1.05C). Students who have earned a full Associate degree from one of these institutions (as noted on their official academic transcript) will have all Associate-level general education requirements at ENC waived. Students who have not finished the Associate degree will receive transfer credit on a course-by-course basis (according to the policies at Section 3.04A) and will be responsible to complete all of ENC's general education requirements still remaining.

C. Pre-Approval of Undergraduate Transfer Courses

Current students wishing to take courses at other accredited colleges or universities for the purpose of receiving transfer credits (as outlined above at Section 3.04A) toward their degree requirements at Eastern Nazarene College must fill out a Pre-Approval to Transfer form and submit it to the Academic Advisor. Students who fail to follow the process cannot guarantee courses will transfer as expected.

To ensure a smooth evaluation process, the student must provide in the Pre-Approval to Transfer form:

1. where the course will be taken,
2. when the course will be taken,
3. the course number,
4. a description of the course, and
5. specify which ENC course requirement s/he hopes to fulfill through the requested transfer course.

D. Undergraduate Options for Proficiency Credit

Students, in conjunction with guidance from their Academic Advisor, must seek prior approval for acquiring additional credits or satisfying requirements toward graduation through any of the following nontraditional, proficiency sources.

No more than 25% of the total number of credits for a degree program will be accepted from a *combination* of all nontraditional, proficiency sources.

1. Students may be able to earn transfer credit through standardized CLEP (College Level Examination Program) or DSST (DANTES Subject Standardized Test) examinations. These exams are administered at colleges throughout the Greater Boston area. There is a fee for each examination administered.

2. Students may be eligible to receive undergraduate transfer credit for college-level learning gained through non-academic experiences. This is accomplished through a formal, structured portfolio process in accordance with guidelines developed by the Council for Adult and Experiential Learning (CAEL). Please note that credits are not automatically awarded upon submission of the portfolio; all experiences must be properly documented by the student according to the outline provided in the information booklet, and then qualified faculty members from the relevant field will assess the information to verify that it is appropriate.

Some potential sources of credits could include: professional courses, corporate training, courses from business/technical schools or other unaccredited institutions, or CEUs (Continuing Education Units). **Credit is not assessed for on-the-job training or work experience at this time.**

For specific information on the portfolio process (including guidelines, processes, and fees), students should request an information booklet from their Academic Advisor.

E. Transfer of Graduate Credit

In order to preserve the integrity of the graduate degrees, transfer credit at the graduate level is limited to 6 graduate credits. Due to the liberal arts requirements for the Master in Education (for initial teacher licensure), an additional 6 credits of graduate-level liberal arts courses may be accepted for transfer.

3.05 AUDITING A COURSE

A course audit is the privilege to attend a course for personal enrichment without receiving academic credit. Students who desire to audit a course will be accepted as space permits with preference being given to students enrolled in the course for credit. A student auditing will be exempt from regular class requirements and should not expect individual attention or personal evaluation from the instructor. An audited course will appear on a student's transcript only if the instructor confirms that a student has attended at least fifty percent of the class sessions. Special registration is required through the Academic Advisor. The charge for an audited course is one-half the regular course charge.

3.06 RE-ADMISSION

Students who wish to re-enroll after withdrawing from the program or being disenrolled by administrative action (see Section 6.08D-E) must be financially cleared to do so. To be readmitted, they must file a new application with another application fee in order for the College to reactivate and update their records. The Admissions department will also require official transcripts for any courses completed during the student's time away from ENC.

Students who are readmitted with a GPA of less than the minimum needed for good academic standing will be placed on academic probation (see Section 6.13A).

Students who discontinue studies and subsequently return to the College are responsible for the academic program that is current at the time of their reenrollment. If degree requirements have changed during the time the student was not enrolled, s/he will be bound by the new requirements upon reenrollment.

Students who are readmitted are subject to the tuition and fee levels of the new cohort they join.

IV. FINANCIAL AID POLICIES

Section IV, "Financial Aid Policies" is currently under review. Students will be informed when it is finalized and has been made official.

4.01 GENERAL INFORMATION

Eastern Nazarene College annually awards significant financial assistance to help students pay for college. Students should investigate the wide variety of financial aid sources for which they may be eligible.

The financial aid awarding process is initiated when a student applies for admission to Eastern Nazarene College. Substantial needs-based awards are granted after an applicant has submitted the Free Application for Federal Student Aid (FAFSA). ENC encourages applicants to contact the Office of Financial Aid early in the application process.

*Students must apply **annually** for financial aid, **including completing the FAFSA each year**. Students who are to continue receiving most types of financial aid must maintain satisfactory academic progress.* (Refer to Section 4.05 for more information.)

Students must be currently enrolled at ENC or have gained admission as a degree seeking student to the college before the Office of Financial Aid can determine eligibility for aid.

4.02 FINANCIAL AID ELIGIBILITY

A student's eligibility for financial aid is affected by his or her enrollment status, credit load, and grade level classification (see Sections 6.03 and 6.04). It is the student's responsibility to become informed of how this classification affects their financial aid situation. This is especially significant for students admitted with fewer than 57 credit hours.

4.03 PROCESS TO APPLY FOR FINANCIAL AID

A. Required Financial Aid Documentation

Any student who wishes to be eligible for federal- or state-based aid must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Be sure to include ENC's Title IV School Code -- 002145. For maximum award consideration, complete the FAFSA by March 1st for the following academic year.

The FAFSA results will also determine if there is any other documentation needed, such as W-2s, passport, driver's license, marriage certificates, social security card, tax returns, Form 1040X, Form 4868, court/agency documentation, etc.

The FAFSA is usually the only form required for students who may be eligible for a state grant. Some states may require a supplemental form in addition to the FAFSA.

Certain forms of institutional aid (e.g. scholarships) require completion of an application.

B. Verification

Based on federal regulations, some applicants are flagged for FAFSA Verification. This process requires that the applicant submit a Verification Worksheet and the IRS Data Retrieval Tool (or the most recent tax transcripts), along with any other documents that the Office of Financial Aid may request. The Office of Financial Aid will inform all applicants if they are flagged for verification and will assist you in the verification process.

C. Award Notification

Approximately three to six weeks after an admitted or active student submits the FAFSA using the School Code (002145), ENC will receive an Institutional Student Information Record (ISIR) for preparing a completed aid plan. The Office of Financial Aid will process and send an award notification email to the student outlining the financial aid plan.

Students should be aware that financial aid awards are subject to change whenever new information is received by the Office of Financial Aid. Aid may decrease or be withdrawn due to FAFSA data errors discovered in verification, withdrawing from the college, dropping below full-time status, academic probation or suspension. Scholarships that arrive late in the process may alter the disposition of loan levels or eligibility. It is not uncommon for a student to receive an updated award letter from the college; these letters are considered to be estimated until the file has been verified or finalized.

All Financial Aid is based solely on the availability of funds.

D. Student Loan Exit Counseling

Stafford loan borrowers must also complete an exit loan counseling program prior to leaving the college. For more details and to apply please go to www.enc.edu/loans.

4.04 TYPES OF POSSIBLE AID

The Division of Adult & Graduate Studies participates in the following Federal and State programs. Additional information and/or application forms may be obtained by contacting the AGS Financial Aid Office, 180 Old Colony Avenue, Quincy, MA 02170.

A. Federal Pell Grant Program

The Federal Pell grant program is the need-based foundation of the federal financial aid program. Eligibility is based on need as determined by the Department of Education's standard formula that is revised and approved by the U.S. Congress each year. Grants do not have to be repaid.

Apply with the FAFSA at www.fafsa.ed.gov. A student whose FAFSA indicates an Expected Family Contribution (EFC) of $0 to $5198 will be eligible for a Pell Grant. Eligible full-time students may receive from $626 to $5,775 toward educational expenses.

Pell Grants, as an entitlement program, are available regardless of when the FAFSA is filed during the year, up to the last class day of that academic year.

B. Federal Direct Stafford Loan Program

The Federal Direct Stafford Loan enables a student to borrow directly from the Federal Department of Education. The loan is guaranteed by a state or private non-profit agency, or is insured by the federal government. Repayment begins six months after the student ceases to be enrolled at least half time (see Section 6.04).

Eligibility for the Stafford Loan is determined by the FAFSA. Before funds can be credited to the student's account for the first time, the student must complete a loan entrance counseling program and a Master Promissory Note (MPN). Both of these requirements can be completed at www.studentloans.gov. Please note that the origination fees are extracted from the total amount of the loan, reducing the loan amount.

Stafford loan borrowers must also complete an exit loan counseling program prior to leaving the college. For more details and to apply please go to www.enc.edu/loans.

- For *subsidized* loans, interest begins to accrue and repayment starts six months after the student graduates, drops below half-time, or leaves school. Subsidized loans are awarded based on need and thus may be partially or entirely awarded as an unsubsidized Stafford loan. Half-time status is the minimum requirement to be eligible.
- For *unsubsidized* loans, interest begins to accrue approximately six weeks after the first disbursement even though payments on the principal begin six months after the student graduates, drops below half-time, or leaves school. Students may choose to pay the interest while in college, keeping down the cost of the loan, or they may choose to defer the interest which will capitalize or compound, increasing the total cost of the loan.

The following grid shows the maximum loan amounts per academic year for eligible independent students who are enrolled full-time. (Students who are considered dependents of another taxpayer should contact the Office of Financial Aid for the relevant maximum loan amounts for dependent students.) Part time or partial year students may qualify for a portion of the yearly amount.

Maximum Annual Loan Amounts for Independent Students

	Subsidized (max.)	Unsubsidized (max.)
1st-year, Undergraduate	$3,500	$9,500
2nd-year Undergraduate	$4,500	$10,500
3rd- and 4th-year, Undergraduate	$5,500	$12,500
Graduate		$20,500

C. Massachusetts Grant and Scholarship Programs

The MassGrant Award is available to undergraduate students who are residents of Massachusetts. This award is based upon family income and financial need as determined by the FAFSA as of the date the actual application is made and the student's program start date. The federal processor must receive the FAFSA no later than May 1.

- The Paraprofessional Teacher Preparation Grant Program was established by the Legislature for the purpose of providing financial assistance to Massachusetts residents who are currently employed as paraprofessionals in Massachusetts public schools, but wish to become certified as full time teachers. This grant is designed to help reduce financial barriers that often become obstacles for many paraprofessionals in attaining higher education. The program is also an attempt to help address the Commonwealth's current teacher shortage. Financial need is not a requirement for the Paraprofessional Teacher Preparation Grant. However, recipients must annually file the Free Application for Federal Student Aid (FAFSA).

D. Veteran's Administration Educational Benefits

Eastern Nazarene College works closely with our veterans and active armed forces service members to maximize their educational benefits at ENC. We are an accredited college that qualifies for receiving all benefits offered by the government to private colleges. ENC fully participates in the Yellow Ribbon Program and gives full tuition and fees to eligible students who qualify. Students must submit a current Certificate of Eligibility to ENC's Certifying Official in order to receive benefits. Enrollment benefits are certified within 4 weeks of the first day of classes in order for the student to receive their housing and books funds from the VA (sent directly to student's home address from the VA). Tuition benefits (i.e. funds that are sent directly to the college) are certified after the semester class drop deadline.

E. Vocational Rehabilitation Services

Individuals with a handicap that directly impedes employability may apply to the Vocational Rehabilitation Services to determine eligibility for assistance (including education) toward a goal of employability.

F. Locating Other Sources of Aid

In addition to the above programs, many companies, corporations and foundations offer aid to students based upon a variety of criteria. Students should investigate policies and programs of their employers and foundations within their fields. The Education Resources Institute (TERI) at the Boston Public Library (800-442-1171), the US Department of Education (800-4FED-AID), and the Internet at www.finaid.org and www.sssc.com, provide further information regarding financial assistance.

4.05 SATISFACTORY ACADEMIC PROGRESS (SAP)

All students receiving financial aid must make satisfactory academic progress in their degree programs. SAP is evaluated at the end of each academic term and students will be notified of their SAP status via their ENC email address.

A. SAP Criteria

The three criteria for maintaining satisfactory academic progress include:

1. Maintaining the minimum cumulative grade point average (CGPA) or higher:

Number of Credits Attempted	Minimum CGPA
0 – 32.9	1.7
33.0 – 48.9	1.8
49.0 – 63.9	1.9
64.0 or more	2.0
Graduate – all attempted	3.0

2. Successfully completing at least 67% of the attempted credits:

   - Successful completion of a course is defined as earning a Passing Grade: A, B, C, D, or S
   - Unsuccessful completion of a course is defined as earning a Non-Passing Grade : F, W, X, NC, U, or I

3. Making incremental progress toward completing a degree within the allowable number of credits (including transfer credits):

Degree	Maximum Number of Credits
Associate's Degree (AA)	93
Bachelor's Degree (BA/BS)	186
Master's Degree (MS/MEd)	*depends on program*

Transfer courses: All transfer credits accepted by ENC will be included in determining the 67% completion rate and the maximum credit count of 150%. Grades of transferred courses are not included in the CGPA calculation.

Repeated courses: Only the highest grade of a repeated course is included in the CGPA calculation. However, each time the course is repeated contributes to the total number of attempted credits for financial aid purposes. A large number of repeats could jeopardize a student's financial-aid eligibility

based on progress toward completing a program, as well as successful completion rate of attempted credit hours.

Audited courses: Courses taken as an audit are not counted either in determining the completion percentage or for purposes of determining CGPA.

B. Types of SAP Status

- **Eligible**: Student is meeting the minimum academic standards or has no academic history. Fully **Eligible** for financial aid.
- **Warning**: Student did not meet minimum standards for CGPA and/or 67% completion rate in the previous evaluation period. Student is still **Eligible** for financial aid, but must reach all minimum standards by the end of the next evaluation period to maintain eligibility.
- **Ineligible**: Student has had two consecutive evaluation periods below minimum standards for CGPA and/or 67% completion rate. Student is **Ineligible** for financial aid.
- **Timeframe**: Students must complete all degree requirements within a maximum number of credits attempted (includes transfer credits). A student who exceeds the credit hour limit is not making progress toward a degree within the federal requirements (i.e. 150% of the minimum number of credits necessary to fulfill the degree requirements), therefore that student is **Ineligible** for financial aid.

C. Re-establishing Financial Aid Eligibility

1. If a student has become ineligible **due to low CGPA or low completion rate**, s/he must bring up the CGPA to the minimum standard or bring up the completion rate to 67%. In order to improve those criteria, s/he must enroll in and successfully complete courses without the benefit of aid since s/he will remain **Ineligible** during this time.

   If a student has experienced mitigating circumstances (e.g. illness, family illness, change of major) during the most recent evaluation period, s/he may submit an Appeal to reinstate financial aid eligibility. In the appeal, the student must explain what has changed that will now allow them to meet the SAP requirements. The student must also submit supporting documentation with the appeal.

   If the request is granted, the student will be placed on one of two Financial Aid Eligibility Statuses:

   - **Probation** – The student is expected to improve to minimum standards by the end of the next evaluation period. The student is **Eligible** for financial aid, but must meet minimum standards by the next evaluation period. A student cannot be on probation for two consecutive semesters.
   - **Academic Success Plan** – The student cannot be expected to improve to minimum standards by the next evaluation period. The student and Eastern Nazarene College have agreed to a success plan to allow the student to meet minimum standards within a fixed

number of evaluation periods. The student is fully **Eligible** for financial aid as long as they are strictly following the success plan. If at any time the student stops following the success plan and they are not meeting the minimum standards they will become **Ineligible** for financial aid. If a student meets minimum standards at any time while on a success plan their Financial Aid Eligibility status will be updated to Eligible.

If the request is not granted, the student will remain **Ineligible** for financial aid until they meet all minimum standards.

2. If a student has become ineligible **due to exceeding the maximum number of credits** and there are mitigating circumstances (e.g. illness, job related, family illness, change of major), they may submit an Appeal to reinstate financial aid eligibility.

If the appeal is granted, the student will be placed on the following Financial Aid Eligibility Status:

- **Timeframe Academic Success Plan** – The student and Eastern Nazarene College have agreed to a success plan. The student is fully **Eligible** for financial aid as long as they are strictly following the success plan. If at any time the student stops following the success plan they will become **Permanently Ineligible** for financial aid.

If the request is not granted, the student will remain **Ineligible** for financial aid.

Note: Students are limited to one Timeframe Academic Success Plan.

4.06 PROGRAM WITHDRAWAL

When a student withdraws (or is withdrawn) from the program prior to the completion of an award period, Federal and State financial aid funds must be repaid to the appropriate program(s) as mandated by regulations published by the United States Secretary of Education.

V. FINANCIAL POLICIES

5.01 GENERAL STUDENT ACCOUNT INFORMATION

All financial arrangements must be satisfactorily arranged with the Student Accounts Office before the student begins classes. Registration cannot be completed until financial clearance has been received from the offices of Student Accounts and Financial Aid.

All course charges are due one week prior to the course start date. It is understood that regardless of the financial source, the student is ultimately responsible for all costs involved with the Adult & Graduate Studies programs in which the student is enrolled. Students on financial hold are not eligible to receive textbooks, grades, transcripts, or diplomas.

A list of current tuition and fees is publically available on the AGS website. By the time of Orientation, students will submit a Payment Plan or a Payment Agreement that establishes how they intend to meet their expected financial obligations. Any questions regarding payments or problems associated with making those payments should be directed to the Student Accounts Office.

For students receiving financial aid, tuition will be deferred based on the dollar amount the student receives from financial aid funding. The student is responsible for any balance not covered by financial aid.

5.02 ESTIMATED DIRECT COSTS OF ATTENDANCE FOR 2016-17

Tuition and fees are subject to change without prior notice. Students who enroll in a course or courses tied to another program are subject to the tuition and fees of that program.

Tuition rates and student fees are reevaluated each fiscal year and are subject to change without notice. Costs vary by program.

To calculate your expected direct costs: your program's tuition rate × the number of credits you are taking + any applicable fees = your expected direct costs

Please Note: The estimated direct costs for the full program are provided for planning purposes only. If changes are made to tuition rates, fees, or if book costs change, these estimates will also change.

A. 2016-17 Estimated Direct Costs: AA in General Business

Tuition Rate:	$340.00 /credit
Application fee:	$50.00
Registration Materials fee:	$121.00
Estimated Book Costs:	$2,500.00 /program
Graduation fee:	$60.00
Estimated Direct Costs for Program (63 credits):	$24,151.00

B. 2016-17 Estimated Direct Costs: BA in Management

Tuition Rate:	$395.00 /credit
Application fee:	$50.00
Registration Materials fee:	$121.00
Estimated Book Costs:	$2,600.00 /program
Graduation fee:	$60.00
Estimated Direct Costs for Program (60 credits):	$26,531.00

C. 2016-17 Estimated Direct Costs: BS in Business Administration

Tuition Rate:	$395.00 /credit
Application fee:	$50.00
Registration Materials fee:	$121.00
Estimated Book Costs:	$2,600.00 /program
Graduation fee:	$60.00
Estimated Direct Costs for Program (60 credits):	$26,531.00

D. 2016-17 Estimated Direct Costs: BA in Education (public school licensure)

Tuition Rate:	$395.00 /credit
Application fee:	$50.00
Estimated Book Costs:	$2,200.00 /program
Graduation fee:	$60.00
Estimated Direct Costs for Program (91 credits):	$38,315.00

E. 2016-17 Estimated Direct Costs: BA in Early Childhood Education (full degree)

Tuition Rate:	$400.00 /credit
Student fee:	$95.00 /credit
Application fee:	$50.00
Registration Materials fee:	$121.00
Estimated Book Rental ($50 per course):	$2,050.00 /program
Graduation fee:	$60.00
Estimated Direct Costs for Program (123 credits):	$63,166.00

F. 2016-17 Estimated Direct Costs: BA in Early Childhood Education (degree completion)

Tuition Rate:	$400.00 /credit
Student fee:	$95.00 /credit
Application fee:	$50.00
Registration Materials fee:	$121.00
Estimated Book Rental ($50 per course):	$1,000.00 /program
Graduation fee:	$60.00
Estimated Direct Costs for Program (63 credits):	$32,416.00

G. 2016-17 Estimated Direct Costs: MS in Management*

Tuition Rate:	$590.00 /credit
Application fee:	$50.00
Registration Materials fee:	$68.00
Estimated Book Costs:	n/a
Graduation fee:	$60.00
Estimated Direct Costs for Program (36 credits):	$24,918.00

H. 2016-17 Estimated Direct Costs: MEd (public school licensure)

Tuition rate:	$475.00 /credit
Application fee:	$50.00
Part-time Student fee (3 credits or fewer per term)	$120.00 /year
Full-time Student fee (more than 3 credits per term)	$160.00 /year
Estimated Book Costs:	n/a
Graduation fee:	$60.00
Estimated Direct Costs for Program (36 credits):	$17,330.00 part-time
Estimated Direct Costs for Program (36 credits):	$17,370.00 full-time

I. 2016-17 Estimated Direct Costs: MEd in Higher Education Administration

Tuition Rate:	$575.00 /credit
Application fee:	$50.00
Registration Materials fee:	$27.00
Estimated Book Costs:	n/a
Graduation fee:	$60.00
Estimated Direct Costs for Program (36 credits):	$20,837.00

J. 2016-17 Estimated Direct Costs: MS in Marriage and Family Therapy

Tuition Rate:	$475.00 /credit
Application fee:	$50.00
Part-time Student fee (3 credits or fewer per term)	$120.00 /year
Full-time Student fee (more than 3 credits per term)	$160.00 /year
Estimated Book Costs:	n/a
Graduation fee:	$60.00
Estimated Direct Costs for Program (60 credits):	$28,730.00 part-time
Estimated Direct Costs for Program (60 credits):	$28,790.00 full-time

L. Other Possible Fees (this list is not all-inclusive; fees are subject to change)

- Assessed credit portfolio fee $ 75 for evaluation (nonrefundable) and
  $100 per credit awarded
- Transcript requests varies (see Section 6.16)

- Directed study fee $175
- Lab fee (CH202) $194
- Audit fee   50% of regular course charges
- Supplemental resource fee   varies (see Section 5.02M, below)

M. Charges for Educational Resources

AGS provides specialized textbook services for several programs.

- For students in the AC, BAM, BSBA, or BEd programs, charges for textbook purchases will appear on the student bill as "Educational Resource Fees" and will vary significantly from one course to the next since the cost of each textbook is different and dependent on multiple variables. Price information is made available on the student's ENC Portal site as far in advance of the course's start date as is feasible.
- Students in the undergraduate ECE program participate in a book rental program in which the books are returned to AGS following each course. The book rental fee is a flat per-course fee.
- Students in graduate programs are responsible to make their own purchase arrangements and are provided with textbook information as far in advance of the course's start date as is feasible.

Any students who wish to shop for their own textbooks can choose to opt-out of AGS's textbook services by completing Textbook Program Waiver form (available from the Academic Advisor).

In addition to the Educational Resources Fee, some courses also have a Supplemental Resource Fee. The Supplemental Resource fee covers the costs of additional items needed for a course that students would have difficulty acquiring on their own (e.g. course packs requiring copyright permissions). This fee is nonrefundable and charged to all students enrolled in that course including those who have opted out of the textbook program.

For more information about AGS's textbook programs, please see Section 7.04.

5.03 ESTIMATED INDIRECT COSTS OF ATTENDANCE FOR 2016-17

Students may incur other types of costs as a result of attending classes that are **not charged to the student account**. These are called indirect costs. They are an important consideration for students estimating their total costs of attendance.

Estimated Indirect Costs for Undergraduate AGS Students

Transportation	$1,200
Off-campus Room & Board	$8,940
Books and Supplies*	$2,000
Personal Expenses	$600
Loan Fees	$100
Miscellaneous Expenses	$660
TOTAL	$13,500

Estimated Indirect Costs for Graduate AGS Students

Transportation	$1,200
Off-campus Room & Board	$8,940
Books and Supplies*	$2,000
Personal Expenses	$600
Loan Fees	$450
Miscellaneous Expenses	$660
TOTAL	$13,850

*These estimated book costs only apply to students enrolled in programs without a textbook service or those who have opted out of their program's textbook service. Students who rent or purchase books through the Educational Resources department will be directly charged for their books on their student account.

5.04 REFUND POLICY

Part of a student's commitment in enrolling in a program of higher education includes paying for the educational services rendered; each student has a financial responsibility for the classes in which s/he is enrolled.

A. Financial Aid Implications

In AGS, students are registered for a full term of courses and financial aid is calculated based on that anticipated schedule. When a student's schedule changes (due to adding, dropping or withdrawing from a course, or withdrawing from the program), a change in financial aid is likely. Financial aid will be adjusted to reflect the change in enrollment: an increase in the number of credits for which a student is registered in a term could result in an increase in the amount of aid for that term; a decrease in the number of credits for which a student is registered in a term could result in a decrease in the amount of aid for that term.

Students should always check with the Financial Aid Office *before* dropping or withdrawing from a class to determine the financial consequences of their actions. If a student drops a course or withdraws from the program, his/her Student Status could change from full-time to part-time to unenrolled. Changes in Student Status can result in serious financial consequences, such as: some or all of the financial aid funds may be returned to the source (e.g. the government); and/or some or all of the tuition and other associated costs could become the student's personal responsibility for immediate repayment.

In compliance with federal regulations, refunds for students receiving financial aid will be returned to the appropriate aid source(s) after a calculation is completed to determine the amount to be returned. The student will be responsible for any balance remaining and will receive a refund if there is a credit.

B. Refunds of Fees

Application fees, Registration fees, Student fees, and Supplemental Resource fees are non-refundable.

The Educational Resource fee and the Lab fee are refundable only for materials not yet received. Once textbooks and/or lab materials have been distributed to the student, the fee *may* be refundable if *both* of the following conditions are met:

- Items must be returned to AGS in unused, new condition. (If a lab kit is returned, the security seal must be intact and unbroken.)
- AGS must receive the items no later than one month following the course's start date

AGS cannot accept the return of books or materials that have been used for any portion of a class. AGS also cannot accept the return of books or materials that are no longer being used in the program.

C. Tuition Refunds

Percentages of refunds are applied as follows:

3- or 4-week courses		5- or 6-week courses	
Before 1st class	100%	Before 1st class	100%
Before 2nd class	50%	Before 2nd class	66%
After 2nd class	0%	Before 3rd class	33%
		After 3rd class	0%

7- or 8-week courses		10-week courses	
Before 1st class	100%	Before 1st class	100%
Before 2nd class	75%	Before 2nd class	80%
Before 3rd class	50%	Before 3rd class	60%
Before 4th class	25%	Before 4th class	40%
After 4th class	0%	Before 5th class	20%
		After 5th class	0%

Note: Students who do not formally withdraw from a course or program by submitting the appropriate form (see Section 6.08) run the risk of losing refunds based on the previous chart. The College cannot guarantee these refunds if the student does not follow the proper procedures.

5.05 BALANCES ON STUDENT ACCOUNTS

A. Incoming Students

Upon admission to a degree program and prior to the beginning of classes, students are responsible to work with the Financial Aid and Student Accounts offices to provide a plan for the full payment of their estimated educational expenses for each nonstandard term. For each student, the Student

Accounts office must have a signed Financial Agreement and a signed/documented Payment Plan on file before the student can begin classes.

Students have a 12-week window starting with their first class (approximately equal to two 6-week course cycles) to finalize all Financial Aid and award processes, inclusive of:

- a complete FAFSA, if necessary
- completed documentation on external awards, scholarships, corporate reimbursements, etc.
- an established payment plan for any uncovered balances

B. Continuing Students

Any student account with a balance of $3,000 or more (approximately equal to 2 courses in most degree programs), who does not have well-documented means of financial payment (e.g. financial aid, awards, corporate reimbursements, etc.) or a reasonable payment plan in place to cover the debt prior to the next nonstandard term, will be placed on a financial hold and will not be allowed to enroll in additional coursework until the account is settled.

Standard institutional interest rates apply to unpaid balances per policy.

5.06 REFUNDS OF TITLE IV CREDIT BALANCES

In compliance with federal regulations, Eastern Nazarene College will resolve all Title IV credit balances eligible for refund within 14 days after disbursement of Title IV funds.

A "Title IV credit balance eligible for refund" is one in which all the applicable charges and credits have been posted to the account and the student's eligibility for such funds has been reviewed and confirmed or adjusted based on current eligibility, enrollment or any other applicable conditions. Anticipated funds, including anticipated financial aid, are not considered credits to a student's account until the funds have actually been disbursed to the account.

ENC will credit Title IV federal funds to a student's account only against allowable institutional charges, including current charges for tuition and fees, and room and board. With the student's (or parent's, if a PLUS loan credit) written authorization, excess credit may be used for non-allowable charges incurred by the student at the College (e.g. fines, other fees, etc.).   The Institution can apply $200 of current year's funds to the prior year's charges. The authorization may also allow the school to hold a credit during an award year or period. After the award year or period ends, the credit balance will be refunded within 14 days. Written authorization is provided by completing the "Excess Title IV Funds Usage Authorization" form and submitting it to the Student Accounts office. A student may revoke the authorization at any time.

Title IV refunds will be automatically processed but, in some cases, a student may owe additional amounts to the College because some charges cannot be paid with Federal funds (e.g. fines, other fees, etc.). Students in this situation are still responsible to pay the outstanding balance according to

the Student Billing policies, including any applicable penalties and late fees. Similarly, students are responsible for any charges that may occur after the refund is issued.

5.07 METHODS OF PAYMENT

Acceptable methods of payment include:

1. Monthly payment plan
2. Online payments (using debit card, credit card, or e-check) via the ENC Portal
3. Checks, money orders, or cashier checks via mail or delivered in person
4. Credit/debit card payment via phone call to the ENC Cashier

5.08 PAST DUE ACCOUNTS

A. Current Students

A late notice will be sent to serve as a reminder of a current course which has not been paid by the start date. If no response or payment was made, a demand notice will be sent and the student's account is put on financial hold. A student on hold will not be allowed to receive books, grades, or transcripts. If still no arrangements are made with the Student Accounts Office or payment received, a final demand letter will be sent to dis-enroll the student from any remaining courses. Upon no response, the account will be sent to a collection agency and the student will be responsible for their balance with the school and any collection fees.

No diploma or transcript will be released until accounts are settled.

B. Former Students

All former students with a debt to the College will be notified in writing and will be denied grades, transcripts, diplomas, or future enrollment until payment is received in full. When payment to the College has not been made, the College reserves the right to refer any outstanding debt to a collection agency. A student will be responsible for his/her own debt with the school, plus any additional collection fees.

ADULT & GRADUATE STUDIES

VI. ACADEMIC POLICIES & INFORMATION

Official academic policies can be found on the ENC website at www.enc.edu/registrar/academic-policies/.

6.01 PRIVACY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 (FERPA) requires that students and their guardians, when applicable, receive written notification of their rights under the act. These rights include the right to 1) inspect and review the student's educational records, 2) request an amendment to the student's records to ensure they are correct and otherwise not in violation of the student's right to privacy, 3) consent to the disclosure of information to other individuals or entities, 4) file a complaint with the Office for Civil Rights to seek redress if the college fails to comply with the requirements of the Act, and 5) obtain a copy of the college's policy.

For students wishing to allow release of their student record under certain circumstances, a Release form is available through the Adult & Graduate Studies division.

6.02 ORIENTATION

Incoming students are required to attend the Orientation session scheduled the week before the first class begins. During this time, students will receive critical information that will help them manage their academic progress, such as financial aid information, academic policies, student account information, available campus resources and student services, etc. At Orientation, students will receive the syllabus for their first course. Students participating in the textbook concierge service or book rental program will receive the textbooks for their first class as well.

Students who miss the Orientation due to extenuating circumstances should contact their Enrollment Advisor as soon as possible to schedule an individual meeting.

All admissions paperwork, financial arrangements, and health services forms must be completed prior to attending Orientation.

6.03 CLASSIFICATION OF UNDERGRADUATE STUDENTS

Undergraduate student classification is based upon the total credit hours earned to date:

Freshman	0 – 23.9
Sophomore	24 – 56.9
Junior	57 – 93.9
Senior	94 – graduation

6.04 COURSE LOAD AND ENROLLMENT STATUS

Course load refers to the number of credits a student is enrolled in during a given term. Course load affects a student's eligibility for financial aid and repayment of student loans.

Although course loads vary depending on several factors, typical AGS course loads are as follow:

All undergraduate AGS programs	12 credits (4 courses) per term
MS in Management	12 credits (4 courses) per term
MEd in Higher Ed	9 credits (3 courses) per term
MS in Marriage & Family Therapy	6 credits (2 courses) per term
Master of Education	6-9 credits (2-3 courses) per term

A student's enrollment status is based upon course load and is important for determining financial eligibility and repayment.

	Full-time	**Half-time**	**Part-time**
Undergraduate	12 or more credits	6 or more credits	Fewer than 6 credits
Graduate	6 or more credits	3 or more credits	Fewer than 3 credits

A student's enrollment status becomes inactive when not participating in 2 consecutive courses (see Section 6.08E). Enrollment status is regularly reported to the National Student Clearinghouse for determining the repayment schedule of federal student loans.

6.05 CLASS ATTENDANCE

Because each AGS class session represents a significant percentage of the total instructional time for a course, class attendance is vital to the educational experience and, therefore, students are expected to attend all class sessions. All attendance records are maintained by the Registrar's Office for federal reporting purposes.

Specific attendance policies are provided in each course syllabus. ***The attendance policy stated in the course syllabus is authoritative and must be followed.*** Students are strongly advised to carefully review the attendance policies in each of their courses as there may be variations.

It is expected that any absence will negatively affect a student's course grade. The following guidelines provide recommendations for faculty in determining when a student has missed more class than is advisable for successfully completing the course.

1 absence: AGS recommends that the student's final course grade be dropped by one-half of a letter grade so that the highest grade that can be achieved for the course is an "A-" grade.

2 absences: AGS recommends that the student's final course grade be dropped by an additional one-half letter grade so that the highest grade that can be achieved for the course is a "B+" grade.

3 absences: AGS recommends that the student's final course grade automatically result in an "F."

Instructors have discretion to allow students in extenuating circumstances to complete appropriate make-up assignments to redeem their course grade. If a student has excessive absences, s/he may be advised to withdraw from the course. (See Section 6.08B for details.)

6.06 LATE WORK POLICY

Instructors have discretion in whether or not to allow late submissions of work. If late work is allowed, any assignments not turned in on the date of a class session – whether due to a student's absence or because the assignment was not complete – will be marked down ***one letter grade for each day late***. If a student must be absent, s/he can avoid this penalty by emailing all assignments to the professor before the class session starts.

If allowed by the instructor, any quizzes or tests missed due to the student's absence must be made up prior to the next class session.

6.07 ACADEMIC INTEGRITY POLICY

A cornerstone of academia is a commitment to academic integrity. In a scholarly community, the importance of having respect for one's own work and the work of others is essential; building a sense of trust among members of such a community is crucial as individuals create, share, and apply scholarly work. The importance of academic integrity is heightened within a Christian community of scholars in that we are also accountable to God for any behavior of a dishonest nature. In consultation with administrators, faculty and students, Eastern Nazarene College has set forth basic standards of academic integrity.

Basic Standards of Academic Integrity
At Eastern Nazarene College, integrity and honesty are expected and required in all activities associated in any way with academic course work. While it is not prudent or practical to attempt to specify an exhaustive list of unacceptable behavior related to academic integrity, examples of unacceptable behavior include, but are not limited to, the following:

- Cheating (e.g., using any unauthorized materials or devices during an examination, allowing other students to submit your work under their name, changing responses on an exam after it has been graded, etc.).
- Plagiarism, which is presenting the work of others as your own, either directly or by implication (e.g., not giving credit to the original source for any thoughts, ideas, quotations, charts, etc. included in one's own work, etc.).
- Falsifying information (e.g., reporting of undocumented data, fabricating a set of data, fabricating volunteer hours required for a course, etc.).
- Stealing and/or distributing exams which have not been authorized for release or included in syllabi, and discussed in individual classes at the beginning of each semester.

The Division of Adult and Graduate Studies takes academic integrity very seriously. Students who violate these policies are subject to a range of disciplinary action, up to and including immediate expulsion from their program, denying future admission to ENC.

Students and faculty should consult the Registrar's Office (or online at www.enc.edu/registrar/academic-policies/) for the procedures for appealing and reporting academic dishonesty.

6.08 CHANGES IN REGISTRATION

Upon enrollment in a degree program, the student is registered for the first 2 terms of his/her program. Although the number of credits varies according to degree program and other factors, undergraduate students are typically registered for 12 credits (4 courses) each term and graduate students are generally registered for 9-12 credits (3 or 4 courses) each term.

Students who need to change their registration (i.e. adding, dropping, or withdrawing from one or more courses) must complete a "Course Add" form and/or a "Course Drop" form (as appropriate) in order to notify the Division Office.   Forms are available through the class representative, in the first-floor hallway of the Old Colony building in Quincy, on the Division web page, or through an Academic Advisor. The completed form must be returned to an Academic Advisor. Failure to submit the completed form will result in return of all financial aid funds to the source.

A. Dropping a Course

When a student submits the "Course Drop" form ***prior to*** *the course's start date*, it is defined as "dropping a course." There will be no charge for the dropped course and it will not appear on the student's official academic record.

Note: Students should not presume that the same books and/or materials will be used when s/he enrolls in a previously dropped course at a later date. Refer to Section 5.04B for the Educational Resources return policy.

B. Withdrawing From a Course*

When a student submits the "Course Drop" form ***after having attended*** *at least 1 class session but before the course midpoint*, it is defined as "withdrawing from a course." There will be a prorated charge for the course (refer to the Refund Policy in Section 5.04 for details) and the course will appear on the student's official academic record with a "W" grade.

Students who request a withdrawal after the deadline will receive the grade they have earned in the course.

Failure to make contact with an Academic Advisor or failure to complete the necessary withdrawal paperwork will result in the student earning an "F" grade on their transcript and being billed for the full course.

IMPORTANT: Students are responsible to familiarize themselves with the possible consequences of their actions and should do so BEFORE officially withdrawing from a course:

Financial Implications of Withdrawal

Withdrawal from courses after the start date is subject to the Refund Policy detailed in Section 5.04. Refer to the Refund Policy to determine the financial ramifications of course withdrawal.

Students using any form of federal financial aid or veteran's benefits must be very careful as withdrawals may significantly reduce their eligibility for aid. Contact the Financial Aid Office for personalized aid information.

Academic Implications of Withdrawal

Withdrawal from a course may cause scheduling complications that could ultimately delay the student's graduation. Some courses are prerequisites for other courses scheduled later in the curriculum and therefore must be completed in sequence. Academic Advisors are available to help the student arrange to take the class at another time with another cohort, but students are cautioned that the needed class may not be available at the time or location desired.

Note: Students should not presume that the same books and/or materials will be used when s/he enrolls at a later date in a course from which s/he was previously withdrawn. Refer to Section 5.04b for the Educational Resources return policy.

C. Administrative Withdrawal From a Course

If an Academic Advisor notes that a student has never attended a course, s/he will administratively withdraw the student from the course as of the day before the class start date.

D. Withdrawing From a Program*

If a student withdraws from a degree program, the student must complete a "Program Withdrawal" form and provide full information concerning the withdrawal. If the student wishes to re-enter the Division at a later time, he or she must apply for readmission and pay a readmission fee (see Section 3.06).

Note: Program withdrawal will activate the process for starting repayment of federal loans. Contact the Office of Financial Aid for personalized information about the grace period and loan repayment.

E. Administrative Withdrawal From a Program*

Students may be withdrawn by administrative action from the remainder of the courses in their degree program for a variety of reasons. Those reasons may include, but are not limited to:

- Academic suspension
- Incomplete admissions documentation and/or health services paperwork
- Blatant or repeated commission of academic dishonesty
- Failure to make satisfactory financial arrangements
- Failure to meet minimum grade requirements in EN100, EN102, MM525, or ED701
- Taking an extended break between courses

Depending on the specific circumstances of the administrative withdrawal, students may be eligible for readmission to the program (see Section 3.06).

Note: Administrative program withdrawal will activate the process for starting repayment of federal loans. Contact the Office of Financial Aid for personalized information about the grace period and loan repayment.

* IMPORTANT FINANCIAL AID ISSUES

When a student withdraws (or is withdrawn) from school prior to the end of a semester, a prorated amount of the student's institutional scholarships and grants will be withdrawn from the student's account, based upon the stated Refund Policy (see Section 5.04). Additionally, Title IV federal and state financial aid will be repaid to the appropriate program(s) as mandated by regulations published by the U.S. Department of Education. Title IV refunds will be repaid in the following order: FFEL Program, Federal Perkins Loan Program, Federal Pell Grant Program, and other SFA.

6.09 GRADING

The authority and responsibility for evaluating and grading students' academic performance in a course is vested with the faculty who are retained for, among other factors, their competency in making such judgments.

Faculty, as professional educators and subject matter experts, will evaluate student performance and submit final course grades to the AGS office, adhering to the stated Attendance Policy in reference to absenteeism and tardiness.

As there may be financial or administrative reasons to withhold a grade, students receive their final grades only via the ENC Portal, *never directly from an instructor*.

A. AGS Grade Scale

The Division uses the following system across all programs to evaluate student performance:

Letter Grade	Range (%)	Description	Quality Points
A	100-95	Outstanding	4.0
A-	94-90	Excellent	3.7
B+	89-87	Very Good	3.3
B	86-83	Good	3.0
B-	82-80	Somewhat Good	2.7
C+	79-77	Above Average	2.3
C	76-72	Average	2.0
C-	72-69	Below Average	1.7
D	68-65	Poor	1.0
F	64-0	Failing	0

NOTE: There is no **A+, D+,** or **D-** in the grading system.

W = Withdrawal from the course; the student must formally withdraw from the course by contacting their Academic Advisor in writing before the midpoint of the class (see Section 6.08B). Refer to the Refund Policy (Section 5.04) to determine the percentage of tuition that will be charged.

B. Incomplete Grades

I = Incomplete grade (issued *only by prior written arrangement* with the faculty member); the student has one additional course cycle (following the final meeting date of the course) in which to complete all coursework.

Students who fail to complete all course requirements on a timely basis due to extreme extenuating circumstances or events, may, **by prior arrangement with the instructor and approval of the Division,** receive the grade of "I". This "I" grade should not be issued to students who have missed several classes or to students who have mismanaged their time.

The instructor approving the "I" grade must complete the "Incomplete/Change of Grade" form in order to document all remaining work to be completed and the date by which it is ultimately due; the request must be approved by the Division of Adult & Graduate Studies.

Once the student has successfully completed the work within the given timeframe, the instructor will issue an actual grade (i.e. a letter grade) by contacting the AGS Registrar.

If no actual grade is issued within the stated timeframe, the "I" grade will be changed to an "F" and the student will be required to repeat the course at his/her own expense.

C. Repeated Courses

Students may repeat courses previously passed or failed to improve grades. Only the highest grade earned is used to calculate the grade point average and credit is only awarded once. Substitutes will not be made for courses no longer offered. All grades remain on the transcript. Classes taken as transfer courses may be taken as repeated courses with the higher grade used to calculate the overall cumulative GPA.

Note: Repeating a course could impact financial aid eligibility. Refer to Section 4.05A or contact the Office of Financial Aid for information.

D. Pass/Fail Grades

Some courses are predesignated as having pass-fail grading. Under certain circumstances, students may opt to take other courses on a pass-fail basis. Students who wish to exercise the pass-fail option should seek guidance from the Academic Advisor and notify the Registrar's Office in writing.

> **S** = Satisfactory grade; if the instructor turns in a grade ranging from A to C-.
> **U** = Unsatisfactory grade; if the instructor turns in a grade of D or F.

Pass-fail grades do not carry quality point value and have no effect on cumulative GPA. They do, however, contribute to the total number of attempted credits calculated for financial aid purposes (see Section 4.05A2).

6.10 GRADE REPORTS

At the end of each course, the instructor submits final course grades for each student no later than two weeks after the end of the course.

As there may be financial or administrative reasons to withhold a grade, students receive their final grades only via institutional channels, ***never directly from an instructor***.

When final grades have been submitted, they will be available via the student's ENC Portal site if there are no financial or administrative holds. If necessary, a student may request and receive a paper copy of any grade report issued within the past three months. (If a student needs more extensive records, he/she should request an official transcript. See Section 6.16 for information.)

6.11 GRADE APPEALS

The faculty member is the only person who can fairly evaluate a student's performance in a given course since s/he is the individual responsible for the instructional experience in that course.

Students should understand that evaluation in the form of grading is viewed by AGS as a contractual relationship between faculty member and student, and although students have the right to appeal, actual changes in grades are both rare and at the discretion of the faculty member. AGS will intervene only in extreme circumstances and even then as an intermediary.

Should a student believe there is concrete reason to appeal the grade for a course; the following procedure should be followed:

1. The student should discuss the matter fully with the instructor. There is always the possibility of a misunderstanding or an error in calculation which can be resolved at this level.
2. If direct discussion with the instructor does not resolve the matter, the student may contact the AGS office and request a Grade Appeals form.
3. The deadline to formally appeal a grade is 8 weeks from the end of the course.

The AGS Grade Appeals committee will solicit information from the student and the instructor to aid in making a decision about whether or not to intervene in the situation. The committee chair will inform all parties in writing of the committee's decision.

6.12 CUMULATIVE GRADE POINT AVERAGE (GPA)

Cumulative GPA is calculated based on all courses taken at ENC and all courses taken at accredited colleges after the student has completed at least one course at ENC. The cumulative GPA is used to determine academic standing and degree requirements.

6.13 ACADEMIC DISCIPLINE

Students in the Division of Adult & Graduate Studies are evaluated after the close of each term to determine their academic standing. Within two weeks of academic standing determination, students will be notified if they fail to meet the criteria for good academic standing and will face varying levels of disciplinary action.

There are four categories of academic standing: Good Academic Standing, Academic Warning, Academic Probation, and Academic Suspension.

A. Good Academic Standing

Students who maintain a grade point average (GPA) at or above those shown in the following table are considered to be in good academic standing.

Program	Minimum Cumulative GPA
Associate	2.0
Bachelor's	2.5
Master's	3.0

Students may access their cumulative grade point average at any time via their online ENC Portal site. Students who fall below the above minimum standards are not in good academic standing and will be placed on academic warning, academic probation, or academic suspension.

B. Academic Warning and Academic Probation

Students who have a cumulative GPA of less than the minimum for their program will be placed on Academic Warning if they have attempted fewer than 19 credits, or on Academic Probation if they have attempted more than 19 credits.

Within three weeks of being notified of their academic standing, students who are not in good academic standing must sign an *Acknowledgement Form* and return it to the Associate Registrar in AGS.

Students on Academic Warning or Academic Probation are encouraged to contact their Academic Advisor, instructors, and the Center for Academic Success for advice, counsel, and to formulate a plan for academic success.

C. Academic Suspension

A student may be academically suspended if any one of the following criteria is met:

1. Students may be suspended if, after one academic period on Academic Warning or Academic Probation, the cumulative GPA is not improved as determined by the AGS Academic Standing Committee, OR
2. Students may be suspended if, at any time after two academic periods at ENC, the GPA falls below a 1.0 average, OR

3. The student exhibits excessive absences during an academic period.

D. Removal from Academic Suspension

Appealing Suspension

A suspension may be appealed within 14 days from the date on the dismissal notification. Appeals must be submitted in the form of a professional, typed letter to the AGS Academic Standing Committee. The appeal must be submitted to the Academic Advisor, and must include the reasons for the appeal and assessment of academic difficulties. If the suspension appeal is granted, the student will be placed on Academic Probation for the following term.

Readmission after Suspension

Suspended students may apply for readmission after one term has lapsed by presenting evidence of a commitment to improving academic performance and success. Students need to present an official transcript of courses taken during the suspended semester as evidence of this commitment. Readmission is not automatic and is contingent upon evidence that the student has gained the ability and motivation to succeed in college. Applications for readmission must be reviewed by the Registrar's Office, Student Accounts, and Financial Aid. The application is available in the AGS Admissions Office. (Readmission requirements and policies are detailed in Section 3.06.)

6.14 END-OF-COURSE SURVEYS AND METHODS FOR CONTINUOUS IMPROVEMENT

To provide information used for continuous improvement within the Division of Adult & Graduate Studies, a systematic evaluation process was developed. At the end of each course, students are asked to complete the End-of-Course Survey, which attempts to collect information about the curriculum, faculty, and administrative services. Faculty members are also asked to complete a Faculty End-of-Course Survey on similar topics.

These two components of the evaluative process are designed to provide meaningful feedback to be utilized in quality control and continuous improvement of administration, instruction, and service to the adult learner.

In addition to review of the survey results, these elements are also in place to ensure ongoing quality:

- Faculty selection process.
- Review of final grade and attendance sheets, faculty introductory memos and grading criteria.
- Student product sampling.
- Faculty evaluation conducted using a "Classroom Observation Report" as completed by an administrator and provided to faculty for feedback for improvement.
- Faculty development sessions.
- Faculty involvement in curriculum review and revisions.
- Participation in the regular cycle of academic program evaluation and review.

- Oversight by the institution's committee structure, particularly the Curriculum Committee and Academic Policy Committee.

6.15 GRADUATION

Eastern Nazarene College has three official diploma dates each year: one in late January, one in early May, and one in late August. Specific dates are established annually with each academic calendar. Commencement Exercises at Eastern Nazarene College's Wollaston campus are held annually in early May.

Students must submit a completed "Application to Graduate" form to the AGS Office of Academic Records **at least three months prior** to their intended graduation date in order to be included in communications, to have the appropriate diploma ordered, etc. Students will receive regular communications and information about the graduation date and ceremony via the ENC email account.

To be eligible for graduation, students must have completed all requirements prior to the "work completed/grades submitted" deadline. (Refer to the Program Descriptions in Section IX for specific graduation requirements for each program.) Students who are no more than 3 courses (9 credits) short of meeting graduation requirements may participate in the May graduation ceremony, if they plan to complete degree requirements prior to the August graduation date.

General information is provided below; check with your Academic Advisor to verify your own expected graduation date.

Completion Deadline	Diploma Date	Commencement Ceremony
September to January	late January	the following May
February to early May	early May	same time
May to August	late August	the prior May

Soon after each graduation date, students' transcripts are updated with the official graduation information.

A. Graduation Honors

Graduation honors are recognized in undergraduate programs only.

Graduation honors are indicated on both the student's diploma and official transcript. They are as follows:

- To graduate *Cum Laude,* the student shall have maintained a GPA of at least 3.5.
- To graduate *Magna Cum Laude,* the student shall have maintained a GPA of at least 3.7.

- To graduate *Summa Cum Laude,* the student shall have maintained a GPA of at least 3.9.

Baccalaureate students who graduate in the top 15% of their graduating class may be elected to Phi Delta Lambda, the graduate honor society of the colleges and universities of the Church of the Nazarene. This distinction qualifies the graduate to wear a red cord at Commencement.

Outstanding AGS students are recognized with a special award. Students are nominated by the AGS Awards Committee according to grade point average, faculty and advisor recommendations, and commitment to ENC and the ENC values. All nominees wear a special medallion at Commencement and the winners are announced in the ceremony.

6.16 OFFICIAL TRANSCRIPTS

The Registrar's Office maintains academic records for any student who has completed coursework at Eastern Nazarene College. Active or inactive students or alumni may submit a written request to release an official copy of a transcript of their academic record. Upon receipt of a written, signed request, the Registrar's Office will release transcripts to identified parties. All financial obligations to the college must be met before transcript will be released. There is a fee for processing transcripts. Payment by credit card will only be accepted for requests submitted through a secure, online ordering system. In order to protect the integrity of the document and students' privacy, the Registrar's Office does not release unofficial transcripts and does not fax transcripts. A legal name change on a student transcript will require submission of legal documentation.

For complete instructions and modes of delivery, refer to the college website: http://www1.enc.edu/registrar/transcript-requests/

No transcript will be issued for a student who has a past-due financial balance with the College.

6.17 CHANGES IN STUDENT STATUS OR INFORMATION

A student who changes his/her name, address, telephone, employer, etc., should submit that information on a "Change of Student Information" form to his/her Academic Advisor. Up-to-date information is necessary for students to be informed of class cancellations, to receive grades, etc.

6.18 GENERAL APPEALS PROCESS

An appeal (sometimes called a petition) is a request to waive a policy that has been or will be applied. The central focus of an appeal is the institutional policy and the considered merits of its waiver.

Appeals may concern academics, student life, financial affairs, policies and regulations, admission to and retention of students in academic programs, academic inequities, and forms of academic discipline. At each level of appeal, both the appeal and the decision must be in writing on the appropriate form. The investigation may include personal appearances by the parties involved in the appeal.

Please note that certain types of appeals have specific processes outlined elsewhere in this handbook (e.g. Grade Appeals in Section 6.11). For clarification of specific actions you should take for your situation, please contact your Academic Advisor.

VII. STUDENT SERVICES AND RESOURCES

7.01 LIBRARY SERVICES

The Nease Library is located within ENC's Learning Commons building at the Wollaston campus. The library supports student academic success with a variety of resources and the library staff works closely with faculty and other student services to provide access to all of those resources.

A. Electronic (Online) Resources

The library website (http://libguides.enc.edu/) consolidates access to resources and services for all ENC students and the ENC community. (ENC NetIDs are required for accessing electronic resources; see Section 7.02D.)   Libguides are online research guides that are organized by subject, topic, or course. The libguides point students to relevant databases, books, websites, and citation styles based on the subject, topic, or course.

Books are available in both print and electronic format (https://catalog.ocln.org/client/en_US/nease/). Because the library is part of a public library network (the Old Colony Library Network, OCLN), ENC's library books can be picked up and returned to libraries all over the South Shore. eBooks are available for download or can be read online with an active internet connection.

Article databases (http://libguides.enc.edu/az.php) are available to all students with an active NetID and cover all the subjects taught at ENC.

Interlibrary loan and document delivery are two services libraries use for sharing resources with students. If there is a resource you cannot access personally, Nease Library will do its best to find it and get it to you in a timely manner.

B. Physical Resources

The Nease Library building has four floors. Two floors are reserved for quiet, individual study for those who prefer or need that environment.

The building is equipped with 6 group study rooms that can be reserved online (http://enc.libcal.com/booking/lcstudyrooms). Two of those rooms have a flat screen monitor that can connect to a laptop so student groups can practice presentations or work collaboratively on a project.

The PC computer lab is open whenever the library building is open, and there are also eight iMacs for student use.   Free printing is available in the building, including free color printing.

The Instructional Resources Center (http://libguides.enc.edu/irc) is located on the ground floor. It provides space and materials (some at a nominal cost) specifically for education students. All students, however, may use the IRC to create presentations or other visual projects.

C. Library Instruction

Every AGS cohort will have a library instruction session scheduled with an ENC librarian, held either at Nease Library or at the off-site class location. During this time, librarians will review the services and resources provided by the library and will present basic research instruction appropriate to that cohort's program. Library sessions are embedded in the requirements for certain courses and are not optional.

D. Library Assistance

Students needing individual assistance can receive it in a variety of ways:

- **Face-to-face:** The Library's daily hours of operation are posted on the website, http://enc.libcal.com/. (Please note that hours vary depending on the academic year.) Professional librarians staff the Reference Desk from 6:00pm-9:00pm, Sundays-Thursdays, to assist students with their research. Students can also make an appointment with a librarian through the library website.

- **Phone:** Call 617-745-3850 during the hours of operation. Student staff members can provide assistance with routine technology and/or library issues. If necessary, callers can be connected with a professional librarian for more advanced levels of help.

- **Email:** Email ask.a.librarian@enc.edu with questions or concerns.

- **Online:** Librarians have developed a playlist of YouTube videos (linked from the library website, or available via the ENC YouTube channel https://www.youtube.com/user/EasternNazarene/featured). These videos demonstrate how to navigate the website, find books and articles, and set up library accounts for research and citation management.

7.02 TECHNOLOGY SERVICES

Information Technology Services (ITS) provides services through five groups: Applications, Desktop/Telecom, Network, Systems, and Web. The department is responsible for the development, support and maintenance of campus computing and telecommunication facilities. Several key services are listed below. Please visit the ITS web site at http://enc.edu/its to see all services including software deals, signing up for emergency alerts as well as various instructions.

A. ENC Network ID (NetID)

Your NetID is your login credentials (username and password) to access ENC's systems and applications with the same login and password. With NetID, you can access Email (http://owx.enc.edu), MyENC (http://my.enc.edu), Portal (http://portal.enc.edu), Secure Wireless (http://enc.edu/wireless), Library Databases (http://library.enc.edu), Moodle Learning Management System (http://moodle.enc.edu), Lab Computers & Printers.

B. ENC Email

ENC creates an e-mail account for all of its students, faculty, and staff. This account serves as an official communication channel for the College, so students will receive critically important information (class schedules, cancellation announcements, graduation information, etc.) through this e-mail address. **Students are responsible for all information sent to this e-mail address and are expected to make significant efforts to check it frequently.** Instructions are available to allow you to configure all your personal devices to receive email. To check email, go to http://owx.enc.edu.

C. Student Web Portals (MyENC / ENC Portal)

Student portals are required to access many features pertaining to student information via the internet. Your NetID login and password are used to gain access.

Student services are presently split across two online student portals as services currently available at http://my.enc.edu are in the process of being migrated to http://portal.enc.edu. As information is shifted from MyENC to the new ENC Portal, students will be notified via email. As of July 2015,

- MyENC (http://my.enc.edu) services include: student grades, student academic audits, student academic history, graduation information, transfer evaluations, student attendance, textbook information, GPA calculator, and college directory.
- The new ENC Portal (http://portal.enc.edu) services include: Financial Aid, student accounts, class schedules, and textbook information.

It is extremely important for students to become familiar with both of the student portals and access them regularly.

D. Library Remote Access

The Nease Library has a number of article databases that can be used from off-campus. Students need their NetID to access these valuable research resources. To visit the library's site, go to http://library.enc.edu

E. Learning Management System

A learning management system (LMS) is an online system that provides advanced technology for sharing class information, links, or handouts; submitting assignments; collaborating in discussions or on group projects; tracking assignment grades; and communicating with everyone enrolled in the class.

ENC's current learning management system is Moodle. Students and faculty can access Moodle via links on ENC's homepage or the ENC Portal page, or by typing http://moodle.enc.edu directly into a browser window. Log in using the NetID and password. Refer to course syllabi to determine the extent to which Moodle will be used in each particular class.

F. Wireless Network Access

ENC has installed a secure wireless network access across the Elm and Old Colony campuses. To be able to use the wireless network, you will need your NetID login and password. When you first access the network, you will be directed to ENC's network access portal (http://nac.enc.edu), where you will need to login.

Access to wireless internet services at other sites will vary depending on the location.

G. Technical Instruction and Assistance

During the Orientation session, students will be introduced to the various technology services and tools they will use throughout their program.

If students need personalized help, they should contact the iDesk by phone (617.745.3850), email (ask.a.librarian@enc.edu), or in person (the office is located in the ENC Learning Commons/Nease Library).

7.03 THE CENTER FOR ACADEMIC SUCCESS

The Center for Academic Success (CAS) is located on the ground floor of the Learning Commons (Nease Library) and exists to provide academic support services to all ENC students. These services include tutoring, testing, and disability services.

A. Tutoring Services

1. CAS Call Center

The CAS Call Center provides basic writing, APA citation, and research assistance over the phone for students enrolled in AGS programs on-campus and off-site at *no extra cost* to students. Reach the Call Center at (617) 745-3770. The up-to-date schedule for the Call Center is provided at http://libguides.enc.edu/CAS/home.

2. Distance Tutoring Services (available during the summer months)

The CAS provides virtual writing tutoring through our email tutoring service. Students wishing to utilize this service should send their items to agstutor@enc.edu. Along with the paper submitted for review, students must also include the assignment description and a grading rubric (if available). Students will receive feedback via email within 24-48 hours; students should not expect a response sooner than 24 hours after submission.

Students may submit ONLY their own work, not a paper on behalf of someone else.

Tutors will take no more than an hour to read and respond to a paper, which is the equivalent of *one* tutoring session. Additionally, tutors will not edit or proofread your paper for you. They will make suggestions, but the real work has to be completed by you, the student.

3. Drop-in Peer Tutoring

The CAS offices, located on the ground floor of the Nease Library building, are open for drop-in tutoring during afternoon and evening hours Monday-Thursday. CAS's peer tutors are trained to assist students with: general academic skills, writing assistance, general mathematics, study skills, and test preparation. No appointment is necessary. Hours of operation are posted on the CAS Tutoring Calendar at http://libguides.enc.edu/CAS/home.

4. Private Peer Tutoring

Students desiring specific academic assistance in a particular subject may request a peer tutor who will agree to meet the student on a regular basis. The Center maintains a staff of trained tutors, matches tutor to tutee, and oversees the completion of the arrangement. For more detailed information about the service, please refer to the CAS website (http://libguides.enc.edu/CAS/home) or contact the Academic Support Coordinator (Phone: 617-745-3722).

B. Testing Services

In order to qualify for testing accommodations in the Center for Academic Success, students must fall under one of the following two categories:

- Students with disabilities who require special testing accommodations
- Students with special circumstances such as:
    - Students involved in a school-related event that conflicts with an exam date
    - Students requiring an excused absence
    - ENC students enrolled in a distance education program at another institution

Requirements and Procedures for Scheduling an Exam in CAS
Students are required to schedule an appointment to take their exam no later than 48 hours *before* the exam date and time. This rule exists for the following reasons:

- To ensure that there is sufficient time before the appointment for CAS to schedule a proctor for the exam.
- To allow time for preparations to be made in the event that certain accommodations are required.
- To ensure that the appropriate testing materials have been received from the professor.

The CAS offers testing services between the hours of 8:00am - 5:00pm, Monday - Friday. Appointments can be booked online at http://libguides.enc.edu/CAS/home/testing. The appointment request will only be approved by a CAS staff member once s/he has received verification from the professor. If a student comes to CAS to take an exam but we have not received authorization, the student will not be allowed to take the exam.

The Center for Academic Success will only administer an exam to a student whose professor has directly authorized CAS to do so.

Students are responsible for informing their professor of their scheduled exam date and time in the Center for Academic Success and for ensuring that the required test or quiz has been submitted in the appropriate manner. If CAS has not received the testing materials, it is the responsibility of the student to notify the professor.

If the student misses his/her appointment, both the student and professor will be notified. It is at the professor's discretion to decide whether or not the student will be allowed to book a new appointment. The CAS will not reschedule an appointment without authorization from the professor.

C. Disability Services / Office of Accommodations and Access (OAA)

The Office of Disability Services provides academic and personal support in the form of accommodations, modifications, and auxiliary aids to undergraduate, graduate, and continuing education students with diagnosed learning disabilities; psychiatric disorders; hearing, visual, and physical impairments; or other medical conditions.

It is the policy of Eastern Nazarene College not to discriminate on the basis of disability. As part of that policy, the College is committed to ensuring the provision of accommodations and services necessary to enable students with disabilities to achieve their maximum potential as members of the College community; and by facilitating the integration of students with disabilities within the College community.

The Office of Disability Services works with each student on an individual basis to determine and provide appropriate and reasonable accommodations, modifications, and auxiliary aids. The *Americans with Disabilities Act of 1990 (ADA)*, the *ADA Amendments Act (ADAAA)*, *Section 504 of the Rehabilitation Act of 1973*, and related state laws require institutions of higher education to provide reasonable accommodations to qualified individuals with disabilities. Reasonable accommodations *do not* include fundamental alterations to course requirements. Furthermore, accommodations cannot be made that would place an undue administrative or financial burden on the College. If a requested accommodation presents an undue burden or makes a fundamental alteration, the College will attempt to propose alternative solutions and/or accommodations which do not create such hardship or make such alteration. The College will work in good faith with the person making the request to determine the availability of an acceptable alternative.

Procedure

Students requesting services from the Office of Disability Services are required to submit documentation to determine eligibility. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The Office of Disability Services reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will remain in the Office of Disability Services.

The following guidelines are provided to assist the Office of Disability Services in collaborating with each student to determine appropriate accommodations and services. Documentation serves as a

foundation that legitimizes a student's request for appropriate accommodations and services. Requirements include:

- A psychological, educational, neuropsychological evaluation or diagnostic statement identifying the disability. This must be performed by a professional who is qualified to render a diagnosis, and it must include a description of the diagnostic methodology. The evaluator's name, title, and professional credentials and affiliation must be provided.
- The evaluation must be conducted within the past three (3) years. *Eastern Nazarene College may request re-evaluation for documentation that expires during the student's first or second year of attendance. The college is not financially responsible for testing.*
- A clear statement with diagnosis and a description of supporting past and present symptoms. With this should also be a statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the individual in the learning context for which accommodations are being requested.
- A narrative summary, including all scores, which supports the diagnosis.
- Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.

A further assessment by an appropriate professional may be required if co-existing and/or other disabling conditions are indicated. If a diagnosis is provided by an unlicensed individual, documentation from a licensed professional may be required. The student and the Office of Disability Services will collaborate regarding accommodations.

7.04 AGS EDUCATIONAL RESOURCES

A. Concierge Textbook Program (AC, BAM, BSBA, and BEd)

AGS provides a "concierge" textbook program for the AC, BAM, BSBA, and BEd programs. The textbooks for the next course on a student's schedule will be delivered.

- For classes held at the Old Colony Campus (Quincy): Books are delivered 1 week prior to the course's start date. If a student does not attend the last session of the previous course, the books will be available for pick-up at the front desk 24-48 hours following the distribution night. Students can also email or call the Educational Resources department (AGSEdResources@enc.edu) to make arrangements to pick them up early.
- For off-site locations: Two weeks prior to the course's start date, textbooks will be shipped out via UPS (United Parcel Service) to the student's home address that is on file, unless an alternate shipping address has already been provided to the Educational Resources department. (Note: Textbooks cannot be sent to a P.O. Box. IF a student uses a P.O. Box address for regular US Mail, s/he must provide an alternate shipping address for textbooks.)

B. Book Rental Program (ECE)

Students in the undergraduate ECE program participate in a book rental program in which they pay a flat per-course fee to rent the necessary textbooks and then return them to AGS at the end of the course.

C. Textbooks for Other Degree Programs

Students in graduate programs are responsible to make their own textbook arrangements.

D. Opt-Out Policy

Students who wish to purchase their own textbooks may opt-out of their degree program's textbook program. The student must complete a Textbook Program Waiver form and file it with the AGS Educational Resources department no later than 3 weeks prior to the next course's start date.

It is not possible for a student to opt-in or -out on a course-by- course basis; once a student opts out of a textbook program, it is for the duration of the student's enrollment in the degree program. Two exceptions currently exist in this policy. The first occurs if a course uses a custom text designed specifically for ENC since this type of book is not usually available from other sources.

The second occurs when the course requires the use of supplemental resource. The Supplemental Resource fee covers the costs of additional items needed for a course that students would have difficulty acquiring on their own (e.g. course packs requiring copyright permissions). This fee is nonrefundable and charged to all students enrolled in that course including those who have opted out of the textbook program.

All textbook information (including ISBNs) is posted on the ENC Portal site as far in advance as is feasible prior to the course's start date (at least 3-4 weeks). The information is also included in the course syllabus.

7.05 COUNSELING AND CAREER SERVICES

The Brickley Center, located on the main campus in Wollaston, offers counseling and career services for students in the Division of Adult & Graduate Studies:

- Confidential mental health counseling. Licensed counselors are available to assist with personal, adjustment, spiritual, vocational, academic, and other concerns.
- Academic and career counseling in preparation for professional careers. These services include: career consultations, interest testing, resume and cover letter writing, job search strategies, and job postings.
- Information on graduate schools and assistance with the planning and application process.
- Information on graduate school admissions testing including the GREs, GMATs, LSATs, MCATs.

7.06 STUDENT HEALTH SERVICES

A. Health Services

A range of health services are available to students through the campus nurse and clinic, located in the Brickley Center. These include:

- Providing initial medical assessments and first aid
- Referring and making appointments for students to see area physicians
- Maintaining student health records
- Providing news bulletins and information fliers for ongoing health education
- Counseling and educating students on good health habits
- Researching and disseminating information related to public health

The campus nurse is available on a drop-in basis during the following hours:

Monday – Thursday   9:00am-11:45am & 1:15pm-4:00pm
Friday   9:00am-12:30pm

B. Required Immunizations
Required of all full-time students by the Commonwealth of Massachusetts

The Commonwealth of Massachusetts General Laws and the Massachusetts Department of Public Health (DPH) require that *all full-time students enrolled in any college* provide proof of the following immunizations:

- 2 MMR vaccines **or** serological proof of immunity **or** birth in the United states before 1957
- Tdap vaccine within the past 10 years unless Tetanus vaccine was within the past 5 years
- 3 doses of Hepatitis B vaccine **or** serological proof of immunity
- 2 doses of Varicella vaccine **or** serological proof of immunity **or** reliable history of chickenpox disease- verified by a doctor or Nurse Practitioner **or** born in the United State before 1980

The Immunization Record form and associated information sheets are enclosed in your Admission Letter mailing. The deadline for turning in the above documentation is 30 days prior to your first class.

If any of the required documentation is missing on your first day of class you will be placed on Medical Probation until you provide the required documentation. If the documentation is not received within 30 days, a $50 late fee will be added to your student account. The $50 late fee will continue to be added to your student account every 30 days until you have provided all required documentation. After a student has received 3 such late fees, textbooks will be withheld by the Educational Resources department. After 4 late fees, the student will be administratively withdrawn from the program (see Section 6.08E).

C. Health Insurance

Required for all full-time students by the Commonwealth of Massachusetts

The General Laws of the Commonwealth of Massachusetts mandate that *all full- and 3/4-time students have current healthcare coverage*.

To ensure that students meet this requirement, Eastern Nazarene College provides healthcare coverage for all students and charges the costs of that coverage to students' accounts annually.

Students who already have a current healthcare policy will have those charges removed from their student account if they waive the coverage using the site www.universityhealthplans.com. Students who do not complete this process will be automatically billed for the insurance charge.

7.07 SECURITY AND EMERGENCY INFORMATION

A. At 180 Old Colony Avenue

The building is equipped with a fire/emergency signal. If this signal sounds, all occupants must evacuate the building. Classroom doors should be closed but not locked.

Fire extinguishers are located throughout the Old Colony building. A defibrillator device is located in the Lobby on the first floor. A first aid kit is located at the Receptionist's Desk.

A campus system telephone is located in the reception area. To reach campus security from a campus phone, dial 3911. Security personnel are on-site between 6:30 p.m. and 11:00 p.m. and can be reached for non-life-threatening emergencies at (617) 745-3911 or (617) 745-3728.

Anyone calling a student in an emergency should call (617) 745-3911 and provide your classroom number to the security staff who answers the call. Upon receiving such a call, the security guard will deliver the message to the classroom. It would be wise to leave your classroom number with whoever may be calling.

Please report any suspicious cars, persons, items, activities, and/or hazardous conditions to the Office of Safety & Security, (617) 745-3911.

B. At ENC's Wollaston Campus

On campus, dial ext. 3911 for a security guard to help you in an emergency or to provide an escort for you.

Please report any suspicious cars, persons, items, activities, and/or hazardous conditions to the Office of Safety & Security, ext. 3911.

Anyone calling a student in an emergency should call (617) 745-3911 and provide your classroom building and room number to the security staff who answer the call.

C. At Off-Site Locations

Please check on specific emergency procedures and provisions for your building.

At off-site locations simply use the main number of that facility as an emergency contact. Have the caller ask for the meeting room of your Eastern Nazarene College class. Sometimes more than one class may be meeting at the same facility on the same evening, so it would be best if the caller knew the class number.

The following are the emergency telephone numbers for each facility where off-site ENC classes are held:

- BCC Fall River, Campus Police: (508) 678-3911
- BCC Taunton, Campus Police: (508) 678-2811, ext. 3911
- MCC Brockton, Campus Security: (508) 427-1296
- MCC Canton, Security Office (508) 427-1296
- Quincy College Plymouth, (857) 939-6000
- All Other Sites: Eastern Nazarene College Security Department: (617) 745-3911

D. Student Right-To-Know and Campus Security Act

The Student Right-to-Know and Campus Security Act of 1990 mandates that records be kept and disclosed on campus crimes such as murder, rape, robbery, aggravated assault, burglary, and motor vehicle theft, considered to be a threat to other students and employees and reported to campus security or to the local police. In addition, institutions must report the number of arrests for the following crimes: liquor law violations, drug abuse violations, and weapon possessions. This act helps institutions not only keep and disseminate statistics for information and prevention purposes but also involves the distribution of information on policies related to campus security. ENC encourages students and employees to promptly report crimes to the Director of Safety and Security. In an effort to inform students and employees about campus security procedures and policies and to encourage students and employees to be responsible for their own security and the security of others, a Campus Security and Safety brochure is distributed at the beginning of each school year and posted on the ENC website. For specifics on crime statistics, policies, and programs, please refer to the brochure.

For safety disclosures at partner institutions, refer to the information provided on that school's website.

E. Liability

Eastern Nazarene College is not liable for the loss of money or personal belongings by any person or for damage done to property. Students are strongly encouraged to carry their own personal property insurance.

VIII. STUDENT CONDUCT & CLASSROOM POLICIES

8.01 VISITORS IN CLASS

A. ENC Personnel

The classrooms in the Division always have an "open door" policy for ENC administrators, faculty, or staff. Any class may be visited by ENC personnel without advance notice.

B. Other Class Visitors

All other class visitors (e.g. special presenters or guests) must have advance approval both from the faculty member and from an Adult & Graduate Studies administrator.

C. Children in the Classroom

We require that students make their own childcare arrangements for every class session. Even though emergency situations can arise from time to time in which childcare is unavailable, it is not acceptable to bring children to class or to leave them unsupervised in another room while the class meets. To ensure the classroom atmosphere is conducive for learning and for the safety of the children themselves, we are unable to allow children to be present or on the premises while classes are in session.

D. Animals in the Classroom

Service animals with appropriate documentation are allowed in class and in other areas of the Eastern Nazarene College facilities. Other animals are not permitted.

8.02 STUDENT CONDUCT

Students are expected to conduct themselves in a professional and decorous manner. Open discussion and debate of issues is highly encouraged. Remarks which are sexist, racist, threatening, demeaning, or otherwise personally offensive to others are inappropriate, are out of keeping with the values of Eastern Nazarene College, and may result in the student being dismissed by the instructor and marked absent from class.

It is inappropriate to receive cellphone calls in the classroom. All phones should be muted or placed on the vibrate setting. If you receive a call that you deem an emergency demanding your immediate attention, please leave the classroom as discreetly as possible and return the call in the hallway.

Anyone coming to class seeming to be under the influence of drugs or alcohol or otherwise behaving in an inappropriate way may be dismissed from class by the instructor and regarded as absent. Faculty members will inform the Faculty Services Manager and the Assistant Director of Adult & Graduate Studies of the offense, as behavior not in conformity with the values of the College may be grounds for dismissal from the College.

8.03 SMOKING POLICY

Eastern Nazarene College is a smoke-free environment. Smoking, or the use of any tobacco product, is not permitted in any building. Classrooms at our off-site locations are also considered to be Eastern Nazarene College and are therefore smoke-free as well.

When using the facilities of Eastern Nazarene College's Wollaston and Old Colony campuses, please remember that smoking is not permitted anywhere on that campus, indoors or out.

8.04 ALCOHOL, CONTROLLED SUBSTANCES, AND FIREARMS

Alcohol, controlled substances, and firearms are not permitted on Eastern Nazarene College's premises, including satellite campus locations.

Any student or faculty member whose profession requires him/her to carry a firearm during class time must first notify AGS and then obtain permission from the Director of Campus Security. Refusal to comply may result in dismissal from the College.

It is against College policy for faculty to use alcoholic beverages when they are with students outside of the classroom.

8.05 DRUG-FREE ENVIRONMENT

The unlawful manufacturing, distribution, dispensing, possession or use of a controlled substance is prohibited in the environs of Eastern Nazarene College. Any student or employee not adhering to the policy will be subject to disciplinary action by the Institution.

Eastern Nazarene College, as part of keeping the workplace drug-free, will continue its drug-free awareness program to inform employees and students of the dangers of drug abuse and available drug counseling and rehabilitation programs.

8.06 SEXUAL HARASSMENT

Eastern Nazarene College is committed to providing a learning environment that is free of all forms of abuse, assault, harassment, and coercive conduct, including sexual misconduct. It is the policy of Eastern Nazarene College, in keeping with both its Christian standards, and federal mandates including the Campus Sexual Assault Victims Bill of Rights, Campus Security Act, Title IX Compliance requirements, "Dear Colleague Letter" and the Campus SAVE Act; to thoroughly investigate and respond to all allegations of sexual misconduct effecting our academic community.

Throughout the year, materials are made available to highlight responsibilities and concerns in terms of sexual conduct. The information that follows is designed to provide a clear understanding of expectations and outcomes regarding sexual and interpersonal conduct on our campus.

A. Definitions

At ENC, **sexual misconduct** is any sexual conduct without effective consent or sexual conduct that occurs after consent has been withdrawn, which causes physical or emotional discomfort to the victim. Examples of sexual misconduct include, but are not limited to, the following:

- Taking non-consensual sexual advantage of another person for one's own or another's benefit.
- Non-consensual contact of an indecent and/or unwelcome type, including brushing, touching, grabbing, pinching, patting, hugging, and kissing.
- Actual or implied threats of a sexual nature that result in another person's reasonable apprehension of a sexual assault and/or harm.
- Sexual behavior that takes place as a result of pressure, threats, and/or intimidation, that occurs without another person's effective consent.

At ENC, **effective consent** is a clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in sexual activity. Consent is active, not passive. Silence or lack of resistance cannot be interpreted as consent. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act. Consent may be initially given but withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop. Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to fully, knowingly choose to participate in sexual activity. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary), the lack of consciousness or being asleep, being involuntarily restrained, if any of the parties are under the age of 17, or if an individual otherwise cannot consent. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

At ENC, **rape** is any sexual intercourse, however slight, with any object, by a man or a woman, without effective consent. According to Massachusetts State law, rape is intercourse that occurs as a result of the use of force and/or violence, or threat of force and/or violence, or if the person is incapable of giving consent because he/she is incapacitated from alcohol and/or drugs, or if a mental disorder, developmental delay, or physical disability renders the victim incapable of giving consent.

At ENC, **sexual assault** occurs when a student engages in sexual relations with another student without the person's effective consent. Sexual assault includes the sexual conduct known as rape, whether forcible or non-forcible. Either males or females can be aggressors in sexual assault. Sexual assault is a violation of a person's body and mind.

At ENC, **sexual harassment** is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when at least one of the following conditions is met:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;

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- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual, and/or,
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working, campus living, or academic experience.

At ENC, **sexual exploitation** occurs when a student takes non-consensual, unjust, or abusive sexual advantage of another; for his/her own advantage or benefit; or to benefit or advantage anyone other than the one being exploited; and that behavior does not otherwise constitute non-consensual sexual conduct (sexual assault), non-consensual sexual intercourse (rape), or sexual harassment.

As a student of ENC, attempts to commit sexual assault, rape, harassment, and/or exploitation are prohibited under this policy, as is aiding the commission of sexual misconduct as an accomplice.

B. Responding to Sexual Misconduct

Individuals victimized by sexual misconduct or those concerned about a peer are encouraged to report incidents immediately to AGS staff, on-campus security personnel, local police, and/or go to the nearest hospital emergency room. All college officials can assist with making reports to local authorities. Reports made to the Brickley Center can be confidential. The following on-and off-campus offices and services can provide students information and support related to sexual assault:

Brickley Center (ENC's Health and Counseling Services)	617-745-3892 (9am-5pm, M-F)	
ENC Safety and Security Office	617-745-3911 (24 hours a day, 7 days a week)	
Student Development (Jeff Kirksey, Title IX Coordinator)	617-745-3718	
A New Day (Sexual and Relational Violence Support)	508-588-8255 (24 hour hot-line)	healthimperatives.org/anewday
Boston Area Rape Crisis Center (BARCC)	800-841-8371 (24 hour hot-line)	barcc.org
DOVE (Domestic Violence Support)	888-314-3683 (24 hour hot-line)	doveinc.org
Quincy Ambulance/Fire/Police (Emergency Services)	911	
Quincy Medical Center (Emergency Medical Services)	617-773-6100 (24 hours)	quincymedical.org
South Shore Mental Health (Mental Health Crisis Services)	800-528-4890 (24 hour hot-line)	ssmh.org
South Shore Hospital (Hospital and Emergency Medical Services)	781-624-8000 (24 hours)	southshorehospital.org

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All options for assistance remain available to victims at any point after the incident. However it is important to note that medical evidence must be collected within the first five days in order to be admissible in court later on. The decision to press charges does not have to be made at the same time that medical evidence is collected, and there is no charge to the victim for evidence collection at the hospital.

8.07 INCLEMENT WEATHER AND OTHER EMERGENCY CLASS CANCELLATIONS

In the case of inclement weather, unsafe conditions, absence of an instructor, or other unforeseen situation, classes will be canceled and rescheduled for another day.

Postponed classes must be made-up. The faculty member, class representative, and students should reach a consensus on an alternate meeting time. The normal make-up evening is Friday after the missed class, unless otherwise changed by a consensus of the class and instructor. When the make-up time is determined, the instructor must coordinate with the Faculty Services Manager who will make arrangements for the meeting site.

In the event that you cannot attend class due to inclement weather, please make every effort to contact your instructor in advance of class.

A. Weather Cancellations

In cases of inclement weather, ENC expects to make a decision between 2:00 and 3:00 p.m. for weeknight classes, and by 6:00 a.m. for Saturday morning classes.

For off-site classes, class representatives are encouraged to call the Division to report weather conditions, as they may differ considerably from those at the main office.

There are four channels through which you may obtain up-to-date information on inclement weather procedures:

- *Website*: Go to www.enc.edu where a weather alert will appear on the right side of the main page. Click on it for up-to-date information on all ENC programming.
- *Email*: Campus-wide emails will be sent to all ENC email addresses announcing schedule changes or updates.
- *Phone*: Call 877-ENC-LEAD
- *ENC Alerts (e2Campus Notification System)*: ENC offers a mass-notification service called e2Campus. This state-of-the-art system is designed to broadcast alerts to the campus community via text messages to cell phones, PDA, pagers, email, and/or homepages. You choose the method that works best to keep you informed!

  Sign up for ENC Alerts at http://www1.enc.edu/alerts/. All subscribers will receive alerts for Emergencies, Weather Cancellations/Delays, and Parking Change Notifications. You may also opt to receive one or more of the following optional alerts:
    o Academic

- o Campus
- o ITS
- o Sports
- o Student Life

You may unsubscribe from optional alerts or the entire e2Campus system at any time.

8.08 DUTIES AND RESPONSIBILITIES OF THE CLASS REPRESENTATIVE

A class representative is selected by the students of each instructional cohort. The representative's duties and responsibilities include:

1. Sharing the introductory memo from the instructor with the other students in the cohort prior to the first night of class. The memo is sent via email.
2. Facilitating healthy group development. This would include an awareness of the dynamics of the class. Also, it would be helpful to be sensitive to individual struggles and nurture individual growth whenever appropriate. The office of Adult & Graduate Studies can be contacted for assistance as appropriate.
3. Developing a telephone calling chain and email distribution list to inform the cohort of important updates such as a class postponement. In the event of inclement weather:
   a. Notify the office of Adult & Graduate Studies of hazardous road conditions because of inclement weather in your area. A decision is usually made by 3:00 p.m. if classes are to be postponed. The representative will then convey the decision to his/her classmates.
   b. All postponed classes must be made up. The class representative will assist the instructor in notifying students of the make-up.

If the class representative needs to drop a class at any point, he/she must ensure that they communicate clearly with their Academic Advisor, as a deputy class representative will need to be elected to assume the class representative responsibilities for that time.

IX. PROGRAM CURRICULUM & REQUIREMENTS

Since curriculum undergoes continuous revision to ensure program improvement, the requirements listed below are specifically for students beginning their enrollment in the 2016-17 academic year. Students should always refer to their own individual degree audits to determine the program requirements for their specific degree.

9.01 ASSOCIATE OF ARTS IN GENERAL BUSINESS (AC)

The Associate of Arts in General Business is designed for working adults with little or no previous college experience. The 63-credit curriculum integrates a strong liberal arts core with foundational business courses to equip students with the communication and analytical skills they need for success in their profession or in additional academic studies.

The AC program is available at ENC's Old Colony Campus location. Classes meet once a week over a period of 6 weeks. Students who follow the program's schedule can expect to complete it in approximately 30 months.

(In certain circumstances, an Academic Advisor may recommend that a student pursue the Associate of Arts in General Studies degree program instead. Students who are interested in this option should request specific details from the Academic Advisor.)

A. AC Learning Outcomes

The Associate of Arts in General Business program equips students to be able to:

1. Describe the foundational concepts, theories and practices involved in operating an effective business.
2. Evaluate business opportunities and threats that could impact the formulation of a business plan.
3. Identify critical events, profound ideas, and important discoveries that changed the world and continue to resonate today.
4. Formulate multi-step strategies for locating information and/or solving problems.
5. Discuss themes of the human condition as represented in specific art forms.
6. Emulate the communication practices of scholars.
7. Evaluate the influence of the Bible on Western culture and its expressions.
8. Synthesize the role of personal ethics with the definition of leadership.
9. Collaborate respectfully with a diverse, multicultural community.

B. AC Program Requirements

The AA in General Business requires completion of at least 63 credit hours, which includes the following requirements:

Liberal Arts Requirements   21 credits
    CC110, Foundations for Lifelong Learning (2 cr)

Written Communication:
> EN100, English Composition I (3 cr; *minimum grade of C- or better*)
> EN102, English Composition II (3 cr; *minimum grade of C- or better*)

Arts & Letters: CO106, Speech (3 cr)
Fine Arts: MU204, Introduction to Music (3 cr)
Lab Science: CH202, Environmental Science with Lab (4 cr)
Math: MA107, Contemporary Math for Business (3 cr)
Social Science: SO206, Multicultural Relations (3 cr)

Cultural Perspectives   12 credits

CP195, The West in the World Since 1500 (3 cr)
CP245, Literature and Culture (3 cr)
CP250, The Bible in Current Perspective (3 cr)
CP290, East Meets West: Western Philosophy and Globalization (3 cr)

Business Requirements (minimum grade of C- or better)   24 credits

BS100, Introduction to Business (3 cr)
BS105, Economics and Society (3 cr)
BS110, Introduction to Accounting (3 cr)
BS119, Introduction to Information Systems (3 cr)
BS224, Principles of Marketing (3 cr)
BS240, Foundations of Leadership (3 cr)
BS250, Small Business Management (3 cr)
BS280, International Business (3 cr)

General Electives   3 credits

C. AC Policies

- In order to continue in the program, students must complete EN100 and EN102 with a minimum grade of C-.
- All courses within the major must have a minimum grade of C- or better.
- To be eligible for graduation, AC students must maintain a GPA of 2.0.

9.02 BACHELOR OF ARTS IN MANAGEMENT (BAM)

The Bachelor of Arts in Management is designed for working adults who have already completed either an Associate degree in full or a large portion of their general education requirements. The 60-credit program seeks to help students advance in their chosen careers by developing skills and knowledge in management and general business that can be applied to a wide range of professional contexts.

The BAM program is available at ENC's Old Colony Campus (Quincy, MA), Bristol Community College (Fall River, MA and Taunton, MA), Massasoit Community College (Brockton, MA and Canton, MA), Roxbury Community College (Roxbury, MA) and Quincy College (Plymouth, MA). Classes meet once a week over a period of 6 weeks. Students who follow the program's schedule can expect to complete it in approximately 30 months.

A. BAM Learning Outcomes

The Bachelor of Arts in Management program equips students to be able to:

1. Analyze and evaluate internal and external business environments and dynamics.
2. Analyze an organization from a strategic perspective.
3. Construct and implement solutions in the business environment.
4. Apply appropriate leadership skills and styles to effectively collaborate with others.
5. Define, describe, and apply business concepts related to management principles and human resources management.
6. Identify critical events, profound ideas, and important discoveries that changed the world and continue to resonate today.
7. Formulate multi-step strategies for locating information and/or solving problems.
8. Emulate the communication practices of both scholars and professionals.
9. Articulate the beliefs, ideals, and practices common to Christianity, despite diversity of tradition and expression.
10. Evaluate an issue of moral tension from multiple positions.
11. Collaborate respectfully with a diverse, multicultural community.

B. BAM Program Requirements

The BA in Management requires completion of a total of 123 credits, which includes 60 credit hours in the program plus a minimum of 63 transfer credits. Specific BAM program requirements include the following:

Transferred Courses (Liberal Arts & Electives)　　　　　　　　　　at least 63 credits

Cultural Perspectives　　　　　　　　　　　　　　　　　　　　　　9 credits

　　　CP150, Christian Tradition (3 cr)
　　　CP325, Epoch-Making Events in Science (3 cr)
　　　CP410, Living Issues (3 cr)

Business Requirements (minimum grade of C- or better)　　　　　51 credits

　　　BS316, Finance and Accounting for Non-financial Managers (3 cr)
　　　BS319, Information Systems Today (3 cr)
　　　BS323, Marketing Management (3 cr)
　　　BS330, Human Resources Management (3 cr)
　　　BS331, Comparative Economic Systems (3 cr)

BS365, Organizational Theory and Design (3 cr)
BS370, Negotiation and Conflict Resolution (3 cr)
BS404, Business Research Methods (3 cr)
BS420, Self and Team Management Skills (3 cr)
BS433, Business Policy and Strategy (3 cr)
BS436, Training and Development (3 cr)
BS446, Business Capstone Project (6 cr)
BS470, Principles of Management and Leadership (3 cr)
BS475, Ethics for Business (3 cr)
BS480, Business Law (3 cr)
LA300, Professional Communication (3 cr)

C. BAM Policies

- All courses within the major must have a minimum grade of C- or better.
- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, BAM students must maintain a GPA of 2.5.

9.03 BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)

The Bachelor of Science in Business Administration is designed for working adults who have already completed either an Associate degree in full or a large portion of their general education requirements. The 60-credit program seeks to help students advance in their chosen careers by developing skills and knowledge necessary for making decisions and solving the types of problems that can be found in any type of organization.

The BSBA program is available at ENC's Old Colony Campus location. Classes meet once a week over a period of 6 weeks. Students who follow the program's schedule can expect to complete it in approximately 30 months.

In certain circumstances, some students may be eligible to receive the BSBA degree by taking courses in the BAM program if specific prerequisites have already been met. Students who are interested in this option should request specific details from the Academic Advisor.

A. BSBA Learning Outcomes

The Bachelor of Science in Business Administration program equips students to be able to:

1. Analyze and evaluate internal and external business environments and dynamics.
2. Analyze an organization from a strategic perspective.
3. Construct and implement solutions in the business environment.
4. Apply appropriate leadership skills and styles to effectively collaborate with others.

5. Define, describe, and apply business concepts related to accounting, economics, and financial management.
6. Identify critical events, profound ideas, and important discoveries that changed the world and continue to resonate today.
7. Formulate multi-step strategies for locating information and/or solving problems.
8. Emulate the communication practices of both scholars and professionals.
9. Articulate the beliefs, ideals, and practices common to Christianity, despite diversity of tradition and expression.
10. Evaluate an issue of moral tension from multiple positions.
11. Collaborate respectfully with a diverse, multicultural community.

B. BSBA Program Requirements

The BS in Business Administration requires completion of a total of 123 credits, which includes 60 credit hours in the program plus a minimum of 63 transfer credits. Specific BSBA program requirements include the following:

Transferred Courses (Liberal Arts & Electives)   at least 63 credits

Cultural Perspectives   9 credits

    CP150, Christian Tradition (3 cr)
    CP325, Epoch-Making Events in Science (3 cr)
    CP410, Living Issues (3 cr)

Business Requirements (minimum grade of C- or better)   51 credits

    BS210, Accounting I (3 cr)
    BS211, Accounting II (3 cr)
    BS220, Economics I (Macroeconomics) (3 cr)
    BS225, Economics II (Microeconomics) (3 cr)
    BS319, Information Systems Today (3 cr)
    BS323, Marketing Management (3 cr)
    BS404, Business Research Methods (3 cr)
    BS420, Self and Team Management Skills (3 cr)
    BS429, Financial Management (3 cr)
    BS433, Business Policy and Strategy (3 cr)
    BS446, Business Capstone Project (6 cr)
    BS470, Principles of Management and Leadership (3 cr)
    BS475, Ethics for Business (3 cr)
    BS480, Business Law (3 cr)
    BS485, Business Statistics (3 cr)
    LA300, Professional Communication (3 cr)

C. BSBA Policies

- All courses within the major must have a minimum grade of C- or better.
- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, BAM students must maintain a GPA of 2.5.

9.04 MASTER OF SCIENCE IN MANAGEMENT (MSM)

The Master of Science in Management is designed for working adults who have already completed a Bachelor's degree. The 36-credit graduate program provides a broad business background for individuals who wish to advance in their chosen careers by developing the managerial skills necessary for success in today's complex and competitive organizations.

The MSM program is available at Bristol Community College (Fall River, MA), Massasoit Community College (Brockton, MA), and at ENC's Old Colony Campus (Quincy, MA). Classes meet once a week over a period of 6 weeks. Students who follow the program's schedule can expect to complete their coursework in approximately 16 months. A thesis is required for completing the degree.

A. MSM Learning Outcomes

The Master of Science in Management program equips students to be able to:

1. Apply their knowledge of essential issues of leadership theory and organization behavior to achieve organizational efficiency.
2. Demonstrate effective leadership skills needed to make critical decisions, and accomplish functional, organizational, and professional goals.
3. Deal effectively with individual differences in skills and behavior as related to management and the behavior of people in organizations.
4. Formulate multi-step strategies for locating information and/or solving problems.
5. Collect and analyze data to aid in problem-solving and/or decision-making.
6. Emulate the communication practices of both scholars and professionals.
7. Make ethical professional choices based upon their understanding of what it means to be Christian.
8. Collaborate effectively and respectfully with a diverse, multicultural community.

B. MSM Program Requirements

The MS in Management requires completion of 36 credits. Specific MSM program requirements include the following:

Business Requirements   36 credits

    MM517, Organizational Theory, Behavior and Change (3 cr)

MM525, Intro to the Integrated Thesis: Research Methodology, Design & Statistics (3 cr; *minimum grade of B or better*)

MM550, Foundations of Leadership Theory (3 cr)

MM530, Financial Issues for Managers (3 cr)

MM540, Human Resource Management Seminar (3 cr)

MM541, Thesis Checkpoint (1 cr; *Pass-Fail grading*)

MM535, Economic Issues for Managers (3 cr)

MM552, Ethical Leadership (3 cr)

MM545, Management Information and Decision Design (3 cr)

MM553, Leadership in the Global Marketplace (3 cr)

MM562, Marketing Communications (3 cr)

MM554, Applied Leadership Strategy and Policy (3 cr)

MM565, Thesis Seminar (2 cr; *Pass-Fail grading*)

C. MSM Policies

- To be eligible for graduation, MSM students must maintain a GPA of 3.0.
- Students must complete MM525 with a grade of "B" or better in order to progress in the program.
- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than two C+ grades will be allowed in the program.
- Students who do not complete their thesis projects within the 15-week period for MM565, Thesis Seminar will be required to enroll in MM721, Thesis Continuation at a cost of 1 credit per additional 15-week period until the project is complete. The Thesis Continuation may be taken up to 8 times.

9.05 BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION – FULL PROGRAM TRACK (ECE-BA)

The Bachelor of Arts in Early Childhood Education (nonlicensure) is designed for working adults who currently teach young children (from birth to age 8) in family daycares, childcare centers, or Head Start programs. The 123-credit program will provide students who have little or no previous college experience with the academic requirements necessary for progressing through the certification levels of the Massachusetts Department of Early Education and Care.

Classes in the full ECE-BA program meet once a week over a period of 6 weeks. Students who follow the program's schedule can expect to complete it in approximately 58 months. At the end of the program, students must submit a cumulative teaching portfolio in order to complete the requirements for graduation.

(In certain circumstances, an Academic Advisor may recommend that a student pursue the 63-credit Associate of Arts degree in Early Childhood Education. Students who are interested in this option should request specific details from the Academic Advisor.)

A. ECE Learning Outcomes

The Bachelor of Arts in Early Childhood Education program equips students to be able to:

1. Demonstrate professional disposition and improve in professional practice.
2. Apply their understanding of the growth and development of children to their teaching decisions.
3. Plan learning experiences for all areas of development.
4. Guide the behavior of children and interact with them appropriately.
5. Partner with families and communities to provide resources and services in the individual child's best interests.
6. Safeguard children in terms of health, safety, and nutrition.
7. Make curriculum decisions and establish learning environments that are developmentally appropriate.
8. Use observation, assessment, and documentation for decision-making and to better serve the needs of the individual child.
9. Plan, organize, and implement best business practices among staff members and colleagues.
10. Identify critical events, profound ideas, and important discoveries that changed the world and continue to resonate today.
11. Formulate multi-step strategies for solving problems and/or locating information.
12. Collect and analyze data to aid in problem-solving and/or decision-making.
13. Discuss themes of the human condition as represented in specific art forms.
14. Emulate the communication practices of both scholars and professionals.
15. Articulate the beliefs, ideals, and practices common to Christianity, despite diversity of tradition and expression.
16. Evaluate issues of moral tension from multiple positions.
17. Enter into respectful dialogue with a diverse, multicultural community.

B. ECE-BA Program Requirements (full program track)

The full program track of the BA in Early Childhood Education requires completion of at least 123 credits, which includes the following:

Liberal Arts Requirements   35 credits
    CC110, Foundations for Lifelong Learning (2 cr)
    Written Communication:
        EN100, English Composition I (3 cr; *minimum grade of C- or better*)
        EN102, English Composition II (3 cr; *minimum grade of C- or better*)
        LA300e, Professional Communication for Educators (3 cr)
    Arts & Letters: CS115, Introduction to Digital Literacy (3 cr)
    Fine Arts: MU204, Introduction to Music (3 cr)
    Foreign Language:
        SP101, Elementary Spanish I (3 cr)
        SP102, Elementary Spanish II (3 cr)

Lab Science: CH202, Environmental Science with Lab (4 cr)
Math: MA101, Math Explorations (3 cr)
Social Science: SW312, Marriage & Family Relations (3 cr)
Physical Education by Contract (1.5 cr)
PE222, First Aid/CPR (0.5 cr)

Cultural Perspectives   24 credits

CP150, Christian Tradition (3 cr)
CP195, The West in the World Since 1500 (3 cr)
CP245, Literature and Culture (3 cr)
CP250, The Bible in Current Perspective (3 cr)
CP290, East Meets West: Western Philosophy and Globalization (3 cr)
CP325, Epoch-Making Events in Science (3 cr)
CP350, World Religions (3 cr)
CP410, Living Issues (3 cr)

Education Requirements (minimum grade of C- or better)   48 credits

EC210, Fundamentals of Early Childhood Education (3 cr)
EC220, Early Childhood Observation and Assessment (3 cr)
EC225, Curriculum and Methods: Infants and Toddlers (3 cr)
EC230, Curriculum and Methods: Preschool (3 cr)
EC242, Child Development (3 cr)
EC299p, Practicum Seminar I (3 cr)
EC306, Math for the Early Childhood Classroom (3 cr)
EC308, Literacy and Language Development (3 cr)
EC311, Special Needs in Early Childhood (3 cr)
EC320, Early Childhood Classroom Management (3 cr)
EC390, Child Care Policy (3 cr)
EC391, School, Family, and Community (3 cr)
EC392, Supervision and Administration of Childcare Facilities (3 cr)
EC395, Health, Safety, and Nutrition in Early Childhood Programs (3 cr)
EC499p, Practicum Seminar II (3 cr)
ED310, Educational Psychology (3 cr)

Electives   at least 16 credits

ECE Teaching Portfolio

C. ECE-BA Policies

- In order to continue in the program, students must complete EN100 and EN102 with a minimum grade of C-.
- All courses within the major must have a minimum grade of C- or better.

- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, ECE-BA students must maintain a GPA of 2.5.
- Many of the education courses require application of course content in the student's own teaching classroom. Students are responsible to look at their class schedules well in advance of the start date to ensure that their centers are open during the time they will be taking those courses. No student will be waived from application assignments because his/her center is not open.
- Practicums (EC299p and EC499p) are student teaching experiences and must therefore take place within an early childhood classroom environment. Administrative or other non-classroom work cannot fulfill student teaching experiences.
- EC499p cannot be waived or satisfied by transfer courses. It must be taken at ENC and all other required courses with the EC prefix must be taken first.

9.06 BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION – DEGREE-COMPLETION TRACK (ECE-DC)

The Bachelor of Arts in Early Childhood Education (nonlicensure) is designed for working adults who currently teach young children (from birth to age 8) in family daycares, childcare centers, or Head Start programs. The 63-credit degree-completion program is designed for students who have already completed either an Associate degree in full or a large portion of their general education requirements. The program will prepare them to fulfill the academic requirements necessary for progressing through the certification levels of the Massachusetts Department of Early Education and Care.

Classes in the ECE degree-completion program meet once a week over a period of 6 weeks. Students who follow the program's schedule can expect to complete it in approximately 28 months. At the end of the program, students must submit a cumulative teaching portfolio in order to complete the requirements for graduation.

A. ECE Learning Outcomes

The Bachelor of Arts in Early Childhood Education program equips students to be able to:

1. Demonstrate professional disposition and improve in professional practice.
2. Apply their understanding of the growth and development of children to their teaching decisions.
3. Plan learning experiences for all areas of development.
4. Guide the behavior of children and interact with them appropriately.
5. Partner with families and communities to provide resources and services in the individual child's best interests.
6. Safeguard children in terms of health, safety, and nutrition.
7. Make curriculum decisions and establish learning environments that are developmentally appropriate.

8. Use observation, assessment, and documentation for decision-making and to better serve the needs of the individual child.

9. Plan, organize, and implement best business practices among staff members and colleagues.

10. Identify critical events, profound ideas, and important discoveries that changed the world and continue to resonate today.

11. Formulate multi-step strategies for solving problems and/or locating information.

12. Collect and analyze data to aid in problem-solving and/or decision-making.

13. Discuss themes of the human condition as represented in specific art forms.

14. Emulate the communication practices of both scholars and professionals.

15. Articulate the beliefs, ideals, and practices common to Christianity, despite diversity of tradition and expression.

16. Evaluate issues of moral tension from multiple positions.

17. Enter into respectful dialogue with a diverse, multicultural community.

B. ECE-DC Program Requirements (degree-completion track)

The degree completion track of the BA in Early Childhood Education requires completion of a total of 123 credits, which includes 63 credit hours in the program plus a minimum of 60 transfer credits. Specific ECE-DC program requirements include the following:

Transferred Courses and/or Electives   at least 64 credits

Liberal Arts Requirements   5 credits
    Written Communication:
        LA300e, Professional Communication for Educators (3 cr)
    Physical Education by Contract (1.5 cr)
    PE222, First Aid/CPR (0.5 cr)

Cultural Perspectives   15 credits

    CP150, Christian Tradition (3 cr)
    CP290, East Meets West: Western Philosophy and Globalization (3 cr)
    CP325, Epoch-Making Events in Science (3 cr)
    CP350, World Religions (3 cr)
    CP410, Living Issues (3 cr)

Education Requirements (minimum grade of C- or better)   39 credits

    EC220, Early Childhood Observation and Assessment (3 cr)
    EC230, Curriculum and Methods: Preschool (3 cr)
    EC242, Child Development (3 cr)
    EC306, Math for the Early Childhood Classroom (3 cr)
    EC308, Literacy and Language Development (3 cr)
    EC311, Special Needs in Early Childhood (3 cr)
    EC320, Early Childhood Classroom Management (3 cr)

EC390, Child Care Policy (3 cr)
EC391, School, Family, and Community (3 cr)
EC392, Supervision and Administration of Childcare Facilities (3 cr)
EC395, Health, Safety, and Nutrition in Early Childhood Programs (3 cr)
EC499p, Practicum Seminar II (3 cr)
ED310, Educational Psychology (3 cr)

ECE Teaching Portfolio

C. ECE-DC Policies

- All courses within the major must have a minimum grade of C- or better.
- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, ECE-DC students must maintain a GPA of 2.5.
- Many of the education courses require application of course content in the student's own teaching classroom. Students are responsible to look at their class schedules well in advance of the start date to ensure that their centers are open during the time they will be taking those courses. No student will be waived from application assignments because his/her center is not open.
- If available, EC225 (or transfer equivalent) may be substituted for the EC230 requirement.
- The practicum (EC499p) is a student teaching experience and must therefore take place within an early childhood classroom environment. Administrative or other non-classroom work cannot fulfill student teaching experiences.
- EC499p cannot be waived or satisfied by transfer courses. It must be taken at ENC and all other required courses with the EC prefix must be taken first.

9.07 BACHELOR OF ARTS IN EDUCATION (B.ED.)

The Bachelor of Arts in Education program is designed for students who have already earned the Liberal Arts Transfer – Elementary Education degree from Massasoit Community College and wish to pursue initial licensure to teach in Massachusetts public schools at either the early childhood level (PreK-grade 2) or the elementary level (grades 1-6). Students will complete field experiences in public school classrooms and will finish the program with a 12- to 14-week practicum (full-time student teaching) experience.

The BEd program is available at Massasoit Community College (Brockton, MA). Classes meet once a week, typically over a period of 5 or 10 weeks. Students who follow the program's schedule can expect to complete the coursework in approximately 34 months. In order to complete the requirements for graduation, students must pass the necessary MTEL (Massachusetts Test for Educator Licensure) exams, submit a cumulative teaching portfolio, and participate in an exit interview with the department.

All education licensure programs described in this Handbook may be subject to revision based on directives from the Massachusetts Department of Elementary and Secondary Education.

A. BEd Learning Outcomes

The Bachelor of Arts in Education program equips students to be able to:

1. Using the Curriculum Frameworks/Standards, Candidates will design well-structured, developmentally appropriate lessons with measurable outcomes.
2. When developing well-structured lessons, Candidates will include formal and informal assessments to measure student learning, growth and understanding.
3. When developing well-structured lessons, Candidates will include differentiated and enhanced learning experiences to address the needs of all learners.
4. Candidates will develop well-structured lessons that include instructional practices that reflect high expectations regarding content and quality of effort and work, engages all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
5. Candidates will develop and use effective strategies and techniques for making content accessible to English language learners
6. Candidates will analyze data from assessments, draw conclusions and share them appropriately
7. During their field based experiences, Candidates will demonstrate how to actively create and maintain a classroom environment in which students' diverse backgrounds, identities, strengths and challenges are respected.
8. When developing well-structured lessons, Candidates will articulate clear and high expectations and make knowledge accessible for all students.
9. During field experiences, Candidates will demonstrate through best practices clear and high expectations and making knowledge accessible for all students.
10. During field experiences, Candidates will demonstrate use of/employ a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
11. During the field based experiences, Candidates will use instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.
12. During the Prepracticum Experience, Candidates will demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
13. Candidates will demonstrate their knowledge of welcoming and encouraging families to become active participants in the classroom and school community through course assignments

14. Candidates will develop strategies to collaborate with families and communities to support student learning and development both at home and at school.
15. Candidates will develop strategies to engage in regular, two-way, and culturally proficient communication with families about student learning and performance.
16. Candidates will demonstrate their ability to reflect on their practice by doing a reflective journal during field based experiences.
17. Candidates will develop a plan for their classroom that creates and maintains a safe and collaborative learning environment using a variety of classroom management strategies and establishing and maintaining effective procedures and routines that promotes positive student behavior, effort and performance.
18. Candidates will demonstrate during their student teaching experience the maintenance of a safe and collaborative learning environment.
19. Through their interactions and engagement working in a classroom, Candidates will demonstrate that they value diversity.
20. Candidates will develop a plan to motivate students to take academic risks, challenge themselves, and claim ownership of their learning.
21. Candidates will demonstrate professional growth by participating in PD activities offered at the student teaching placement during that experience.
22. Candidates will demonstrate their ability to collaborate effectively during classroom experiences (group projects) and during the student teaching experience by describing their experiences in a reflective journal.
23. Candidates will develop an awareness about the importance of school-wide decision-making and how to take an active role in that process.
24. Candidates will develop an awareness of the importance of shared responsibility for the performance of all students within a school.
25. Candidates will demonstrate consistently during their coursework on campus and in field based experiences their professional responsibilities: ethical foundation, reliable and meeting routine responsibilities consistently.

B. BEd Program Requirements

In order to fully prepare students to meet the rigor of the MTEL exams, the Bachelor of Arts in Education program requires completion of a total of 145 credits, which includes 83 credit hours in the program plus approximately 62 transfer credits from the Massasoit Liberal Arts Transfer Associate degree in Elementary Education. Specific BEd program requirements include the following:

Transferred Courses   approximately 62 credits

Liberal Arts Requirements   26 credits
    EN200, Great Writers of England and America (3 cr)
    EN341, Introduction to Linguistics (3 cr)
    MA215, Logic, Sets and Numbers (3 cr)
    MA220, Operations and Algebra (3 cr)

MA225, Introduction to Geometry (3 cr)
MA227, Applications of Algebra (3 cr)
MU204, Introduction to Music (3 cr)
PE222, First Aid/CPR (0.5 cr)
PE252, Personal Health and Wellness (3 cr)
PE by contract (1.5 cr)

Cultural Perspectives   15 credits

CP150, Christian Tradition (3 cr)
CP210, Western Heritage (3 cr)
CP290, East Meets West: Western Philosophy and Globalization (3 cr)
CP325, Epoch-Making Events in Science (3 cr)
CP410, Living Issues (3 cr)

Education Requirements (minimum grade of C- or better)   24 credits

ED243, Educational Technology (3 cr)
ED310, Educational Psychology (3 cr)
ED320, Classroom Management (3 cr)
ED499z, Practicum Seminar (3 cr)
ES320, ELL Curriculum & Methods (3 cr)
RE441, Teaching Reading and Children's Literature (3 cr)
SN311, Human Exceptionalities (3 cr)
SN420, Psychological & Educational Assessment (3 cr)

Licensure Area (minimum grade of C- or better) Select only ONE area: 18 credits

Early Childhood licensure (preK to Grade 2):

EC325, Early Childhood Curriculum & Methods I (3 cr)
EC330, Early Childhood Curriculum & Methods II (3 cr)
EC499, Practicum (12 cr)

Elementary licensure (Grades 1-6):

EL325, Elementary Childhood Curriculum & Methods I (3 cr)
EL330, Elementary Childhood Curriculum & Methods II (3 cr)
EL499, Practicum (12 cr)

C. BEd Policies

- All courses within the major must have a minimum grade of C- or better.
- CP410, Living Issues must be completed at ENC; it is not transferable from another institution.
- To be eligible for graduation, BEd students must maintain a GPA of 2.5.
- Students who are unable to complete the practicum requirement may be allowed in certain circumstances to substitute five 3-credit business courses at the 200 level or higher.

9.08 MASTER OF EDUCATION (M.ED.)

The Master of Education program is designed for students who have already earned a Bachelor's degree in another field and wish to pursue initial licensure to teach in Massachusetts public schools at one of the following levels or subject areas:

- Early Childhood (PreK-grade 2)
- Elementary (grades 1-6)
- Middle School (grades 5-8) in English, History, Math, or General Science
- Secondary Education (grades 8-12) in English, History, Physics, or Business (5-12)
- Moderate Disabilities (PreK-8) or (5-12)

The MEd program is available at ENC's Wollaston campus (Quincy, MA). Classes meet Monday-Thursday from 4pm-7pm or 6pm-10pm. Students will complete field experiences in public school classrooms and will finish the program with a 12- to 14-week practicum (full-time student teaching) experience. In order to complete the requirements for student teaching and graduation, students must pass the necessary MTEL (Massachusetts Test for Educator Licensure) exams and submit a cumulative teaching portfolio at the end of the program.

> ***All education licensure programs described in this Handbook may be subject to revision based on directives from the Massachusetts Department of Elementary and Secondary Education.***

A. MEd Learning Outcomes

The Master of Education program equips students to be able to:

1. Using the Curriculum Frameworks/Standards, Candidates will design well-structured, developmentally appropriate lessons with measurable outcomes.
2. When developing well-structured lessons, Candidates will include formal and informal assessments to measure student learning, growth and understanding.
3. When developing well-structured lessons, Candidates will include differentiated and enhanced learning experiences to address the needs of all learners.
4. Candidates will develop well-structured lessons that include the following: instructional practices that reflect high expectations regarding content and quality of effort and work, engages all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
5. Candidates will develop and use effective strategies and techniques for making content accessible to English language learners
6. Candidates will analyze data from assessments, draw conclusions and share them appropriately
7. During their field based experiences, Candidates will demonstrate how to actively create and maintain a classroom environment in which students' diverse backgrounds, identities, strengths and challenges are respected.

8. When developing well-structured lessons, Candidates will articulate clear and high expectations and make knowledge accessible for all students.
9. During field experiences, Candidates will demonstrate through best practices clear and high expectations and making knowledge accessible for all students.
10. During field experiences, Candidates will demonstrate use of/employ a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
11. During the field based experiences, Candidates will use instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.
12. During the Prepracticum Experience, Candidates will demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
13. Candidates will demonstrate their knowledge of welcoming and encouraging families to become active participants in the classroom and school community through course assignments
14. Candidates will develop strategies to collaborate with families and communities to support student learning and development both at home and at school.
15. Candidates will develop strategies to engage in regular, two-way, and culturally proficient communication with families about student learning and performance.
16. Candidates will demonstrate their ability to reflect on their practice by doing a reflective journal during field based experiences.
17. Candidates will develop a plan for their classroom that creates and maintains a safe and collaborative learning environment using a variety of classroom management strategies and establishing and maintaining effective procedures and routines that promotes positive student behavior, effort and performance.
18. Candidates will demonstrate during their student teaching experience the maintenance of a safe and collaborative learning environment.
19. Through their interactions and engagement working in a classroom, Candidates will demonstrate that they value diversity.
20. Candidates will develop a plan to motivate students to take academic risks, challenge themselves, and claim ownership of their learning.
21. Candidates will demonstrate professional growth by participating in PD activities offered at the student teaching placement during that experience.
22. Candidates will demonstrate their ability to collaborate effectively during classroom experiences (group projects) and during the student teaching experience by describing their experiences in a reflective journal.
23. Candidates will develop an awareness about the importance of school-wide decision-making and how to take an active role in that process.

24. Candidates will develop an awareness of the importance of shared responsibility for the performance of all students within a school.
25. Candidates will demonstrate consistently during their coursework on campus and in field based experiences their professional responsibilities: ethical foundation, reliable and meeting routine responsibilities consistently.

B. MEd Program Requirements

The Master of Education program requires completion of 34 credits (or 43 credits for the Moderate Disabilities programs). ***Additional content courses may be required based on a transcript analysis and comparison with the Subject Matter Knowledge in the Massachusetts Department of Elementary and Secondary Education regulations.*** Specific MEd program requirements include the following:

Education Core   *18 credits*

  ED502, American Foundations of Education (3 cr)
  ED503, Advanced Educational Psychology (3 cr)
  ED510, Educational Technology (3 cr)
  SN505, Human Exceptionalities (3 cr)
  SN540, Educational and Psychological Assessment (3 cr)
  ES520, ELL Curriculum and Methods (3 cr)

Early Childhood Core (in addition to the Education Core, above)   *22 credits*

  EC525, Early Childhood Curriculum and Methods I (3 cr)
  EC530, Early Childhood Curriculum and Methods II (3 cr)
  RE541, Principles of Teaching Reading and Children's Literature (3 cr)
  *EC549n, Practicum: PreK-K (5.5 cr)
  *EC549e, Practicum: Grades 1-2 (6 cr)
  ED549z, Practicum Seminar (1.5 cr)
* *One of the early childhood practicums must be in a setting that includes young children with special needs for part of the school day.*

Elementary Core (in addition to the Education Core, above)   *22 credits*

  EL525, Elementary Curriculum and Methods I (3 cr)
  EL530, Elementary Curriculum and Methods II (3 cr)
  RE541, Principles of Teaching Reading and Children's Literature (3 cr)
  EL549, Practicum: Elementary (11.5 cr)
  ED549z, Practicum Seminar (1.5 cr)

*Middle School Core** (in addition to the Education Core, above)*   *22 credits*

  ED562, Developing Reading Skills in the Content Areas (3 cr)

MS520, Middle School Curriculum and Methods (3 cr)

ED520, Classroom Management (3 cr)

MS549, Practicum: Middle School, subject area (11.5 cr)

ED549z, Practicum Seminar (1.5 cr)

Secondary Education Core** (in addition to the Education Core, above)   *22 credits*

ED562, Developing Reading Skills in the Content Areas (3 cr)

SE520, Secondary Education Curriculum and Methods (3 cr)

ED520, Classroom Management (3 cr)

SE549, Practicum: Secondary, subject area (11.5 cr)

ED549z, Practicum Seminar (1.5 cr)

*** The Middle School and Secondary programs (shown above) fulfill the **education competencies** necessary for subject area licensure at the middle or secondary school level. **A liberal arts major or additional coursework in the subject area of certification is required.** In addition to the requirements listed, applicants for middle school licensure must demonstrate competency in child and adolescent psychology.*

Moderate Disabilities: PreK-8 Core (in addition to the Education Core, above)   *25 credits*

ED520, Classroom Management (3 cr)

RE541, Principles of Teaching Reading and Children's Literature (3 cr)

SN525, Special Needs Curriculum and Methods I (3 cr)

SN530, Curriculum and Methods for Elementary Special Needs Students II (3 cr)

***SN549e, Practicum: Special Needs, Elementary (11.5 cr)

ED549z, Practicum Seminar (1.5 cr)

Moderate Disabilities: 5-12 Core (in addition to the Education Core, above)   *25 credits*

ED520, Classroom Management (3 cr)

RE541, Principles of Teaching Reading and Children's Literature (3 cr)

SN525, Special Needs Curriculum and Methods I (3 cr)

SN535, Curriculum and Methods for Secondary Special Needs Students II (3 cr)

***SN549s, Practicum: Special Needs, Secondary (11.5 cr)

ED549z, Practicum Seminar (1.5 cr)

***Minimum requirements for special needs practicums include:

SN549e (PreK-8): a minimum of "300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities."

SN549s (5-12): a minimum of "300 hours in an inclusive general education setting or 150 hours in an inclusive general education setting and 150 hours in a separate or substantially separate setting for students with moderate disabilities."

C. MEd Policies

- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than two C+ grades will be allowed in the program.
- To be eligible for graduation, MEd students must maintain a GPA of 3.0.
- The Massachusetts Department of Elementary and Secondary Education (DESE) mandates that students seeking state licensure in any area take and pass (i.e. earning a P) the Communication and Literacy Skills Exam (CLSE) and the Subject Matter Knowledge Exam (SMK). Additionally, students seeking an Early Childhood, Elementary, or Moderate Disabilities license must successfully pass the Foundations of Reading Exam. Students may take the CLSE and SMK as many times as necessary to demonstrate the established DESE proficiency level. Students must successfully pass the CLSE before enrolling in their 4th course. Students must successfully pass the SMK and Foundations of Reading (if required) before being admitted to the practicum.
- Prerequisites for admission to student teaching (i.e. practicums) include:
  - Admission to and in good standing in the graduate education program.
  - Satisfactory completion of required courses.
  - Passing score on all applicable MTEL exams (CLSE, SMK, Foundations of Reading)
  - Approval of the Program Director
  - A GPA of 3.0 or higher.

9.09 MASTER OF EDUCATION IN HIGHER EDUCATION ADMINISTRATION (HEA)

The Master of Education in Higher Education Administration is designed for working adults who have already earned a Bachelor's degree and may be employed in an institution of higher education. The program will provide students with a high level understanding of the key departments and functions within the institution and prepare them to serve in a variety of upper-level administrative capacities in higher education.

Classes in the HEA program meet once a week over a period of 7 weeks. Students who follow the program's schedule can expect to complete their coursework in approximately 22 months. A thesis is required for completing the degree.

A. HEA Learning Outcomes

The Master of Education in Higher Education Administration program equips students to be able to:

1. Demonstrate advanced understanding of the historical, organizational, financial, and political contexts of administration and leadership in higher education.
2. Assess significant theories related to administering various functional areas in higher education.
3. Apply research methods and approaches to inquiry that are appropriate for the higher education context.
4. Collect and analyze data to support strategic planning and/or problem-solving in higher education.
5. Communicate effectively, both orally and in writing.
6. Collaborate effectively in groups.
7. Make ethical professional choices based upon their understanding of what it means to be Christian.
8. Interact effectively and professionally with students and colleagues from diverse backgrounds.
9. Collaborate effectively and respectfully with a diverse, multicultural community.

B. HEA Program Requirements

The Master of Education in Higher Education Administration program requires completion of 36 graduate credits. Specific HEA program requirements include the following:

Course Requirements   36 credits

    ED700, History of Higher Education (3 cr)
    ED701, Research in Higher Education (3 cr; *minimum grade of B or better*)
    ED702, The Community College and Higher Education (3 cr)
    ED703, Student Development Issues (3 cr)
    ED704, Management and Governance in Higher Education (3 cr)
    ED705, Finance in Higher Education (3 cr)
    ED706, College Teaching and the Adult Learner (3 cr)
    ED707, Higher Education and the Law (3 cr)
    ED708, Higher Education Leadership (3 cr)
    ED710, Topics in Higher Education: Instructional Design and Technology (3 cr)
    ED720, Thesis and Seminar (6 cr, Pass-Fail grading)

C. HEA Policies

- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than two C+ grades will be allowed in the program.
- Students must complete ED701 with a grade of "B" or better in order to progress in the program.

- Students who do not complete their thesis projects within the 15-week period for ED720, Thesis and Seminar, will be required to enroll in ED721, Thesis Continuation at a cost of 1 credit per additional 15-week period until the project is complete. The Thesis Continuation may be taken up to 8 times.
- To be eligible for graduation, HEA students must maintain a GPA of 3.0.

9.10 MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY (MFT)

The Master of Science in Marriage and Family Therapy is designed for students who have already earned a Bachelor's degree, are seeking to become licensed counselors, and hope to develop their primary professional identity as a Licensed Marriage and Family Therapist (LMFT)* or a Licensed Metal Health Counselor (LMHC)*.

The MFT program is available at ENC's Old Colony Campus (Quincy, MA). Classes generally meet once a week over a period of 10 weeks and students usually take two courses at a time. A year-round commitment to the pursuit of the degree is requested and students are expected to maintain progress with their cohort. The 3-year program culminates with a 12-month clinical experience that requires 700 total hours (300 of which are client contact hours).

Professional Licensure
In the Commonwealth of Massachusetts, the Board of Registration of Allied Mental Health Professionals controls the licensing of marriage and family therapist and licensed mental health counselors. The regulations for licensing (262 CMR 1:00-8:00 document) have been consulted in the development of the program curriculum. This, however, does not constitute approval of the program by the Board of Registration or as a guarantee of future licensing. Students are advised to obtain a copy of the regulations for their personal review and study.

A. MFT Learning Outcomes

The Master of Science in Marriage and Family Therapy program equips students to be able to:

1. Understand and demonstrate competence in the theories of psychotherapy and counseling, treatment and prevention modalities.
2. Understand the nature of human development across the lifespan.
3. Understand and demonstrate competence in the identification, diagnosis of and treatment planning for psychopathological behavior, particularly as outlined in the DSM-V.
4. Understand the issues and trends of a multicultural and diverse society and be able to demonstrate the application of this awareness to the counseling setting.
5. Understand and practice developing skills, procedures, and counseling techniques in the helping relationships.
6. Understand and demonstrate competence in the dynamics and processes of group work.
7. Understand and demonstrate competence in the ethical and legal issues of counseling and professional orientation.

8. Understand and demonstrate competence in the techniques of premarital and marital therapy.
9. Understand family developmental and relational issues in a family systems approach and resiliency model.
10. Understand and demonstrate competence in the range of historical and modern family therapy approaches.
11. Understand and demonstrate competence in the techniques of psychological and family assessment.
12. Understand and demonstrate competence in the use of statistical techniques and the design of research.
13. Study in-depth either addictions/substance abuse or religious and spiritual issues in counseling.
14. Demonstrate critical reasoning in the assessment and treatment of psychological problems.
15. Demonstrate effective written and oral communication, collaboration, and the ability to effectively attend to and listen to others.
16. Reflect upon and integrate Christian principles with the tenets of psychology and appreciate other religious perspectives in potential clients and themselves.
17. Deepen self-awareness, appreciation of diversity, and acceptance of others.

B. MFT Program Requirements

The Master of Science in Marriage and Family Therapy program requires completion of 60 graduate credits. Specific MFT program requirements include the following:

Course Requirements   60 credits

> PS510, Introduction to Professional Counseling (3 cr)
> PS515, The Family: Developmental and Relational Issues (3 cr)
> PS521, Seminar in Personal and Professional Development (3 cr)
> PS522, Legal and Ethical Issues in Counseling (3 cr)
> PS531, Counseling: Philosophy, Theory, and Practice (3 cr)
> PS532, Marital Preparation, Enrichment, and Therapy (3 cr)
> PS533, Marriage and Family Therapy: Historical Approaches (3 cr)
> PS534, Marriage and Family Therapy: Collaborative and Integrative Approaches (3 cr)
> PS540, Lifespan Development and Treatment Interventions I: Children and Adolescents (3 cr)
> PS551, Culturally-Sensitive Counseling (3 cr)
> PS561, Understanding Research Design and Statistics (3 cr)
> PS562, Techniques for Psychological and Family Assessment (3 cr)
> PS571, Psychopathology and Pharmacology: Treatments for Adults (3 cr)
> PS588, Lifespan Development and Treatment Interventions II: Adults (3 cr)
> PS595, Group Counseling (3 cr)
> ONE of:
> > PS572, Religious and Spiritual Issues in Counseling (3 cr)
> > PS586, Addictions and Substance Abuse Counseling (3 cr)
> PS600, Practicum and Internship: Clinical Experience and Supervision (12 cr)

C. MFT Policies

- No course with a grade of less than a C+ will be counted toward fulfilling the requirements of a Master's degree; the course must be retaken at the student's own expense until the grade reaches at least a C+. No more than two C+ grades will be allowed in the program.
- Students in the MFT program must maintain a grade point average of at least a 3.0 (B) to remain in the program.

X. COURSE DESCRIPTIONS

10.01 UNDERGRADUATE COURSE DESCRIPTIONS

Business Course Descriptions

BS100, INTRODUCTION TO BUSINESS (3 CR)
This course provides students with an introductory overview of business activities, allowing them to gain an appreciation of business organizations, the economy, our capitalistic system, the social responsiveness of business, and decision-making. In addition, students will have the opportunity to evaluate many business careers.

BS105, ECONOMICS & SOCIETY (3 CR)
This course will give students a basic knowledge of how the economy works and help students to evaluate where the economy is going. This course will also provide students with an overview of capitalism and where it came from. Three great economists will be discussed and their theories will be applied to today's economy. Students will delve into the analysis of prosperity and recession in terms of macroeconomics. The course will provide insight into markets and how they work from a microeconomic perspective and will conclude with a discussion of some of the problems one encounters in an economic system.

BS110, INTRODUCTION TO ACCOUNTING (3 CR)
This course includes the basic functions of collecting, processing, and reporting accounting information for involved third parties (e.g. owners, investors, and government) and allows students to examine, understand, and use accounting information effectively.

BS119, INTRODUCTION TO INFORMATION MANAGEMENT (3 CR)
This course provides an overview of information systems planning, organizing, and leading, and the application of information technology advancements. It provides a managerial perspective that describes how information systems support business goals and functions, what information resources are available to the manager, and how the manager is involved in the information development process. The course also discusses the human, ethical, security and control issues involved in information systems, as well as the strategic uses of the internet as a business tool.

BS205, ECONOMICS AND SOCIETY (3 CR)
This course provides an introduction to economic systems. Students will also be introduced to socio-economic factors, and the interrelationship between culture and economic conditions globally.

BS210, ACCOUNTING I (3 CR)
This course is an overview of the accounting process, presenting the nature of accounting information and how it is used in managerial decision making. It focuses on basic accounting knowledge and the relationships among balance sheets, income statements, statements of cost flow, and statements of retained earnings.

BS211, ACCOUNTING II (3 CR)
This course is a study of the analysis, interpretation, and use of accounting information as it pertains to internal reporting, and the planning and control functions of managerial decision-making within the business environment. Primary emphasis is placed on the impact of accounting information on personnel in manufacturing and service operations.
Prerequisite: BS210

BS215, GOVERNMENT & BUSINESS POLICY (3 CR)

This course introduces the nature and formation of the United States government structure. Students will study how policy is made based on this structure and how it affects the decisions and choices that must be made in business policy.

BS220, ECONOMICS I (MACRO) (3 CR)

This course gives students insights into the workings of entire economies, with a focus on aggregate outcomes. Economic theories are examined and used to explain real-world relationships, including the process of decision-making with limited resources, business cycles, the role of government, unemployment and inflation, and money and banking. Students will also gain an understanding of the influence of economic decisions on sociopolitical policies.

BS224, PRINCIPLES OF MARKETING (3 CR)

This course introduces students to the basic concepts and techniques of marketing and the role that marketing plays in profit and nonprofit organizations in our society. Following discussions of the marketing environment, emphasis will be on market planning and the significance of an appropriate marketing mix of product/service, price, distribution and promotion. The increasing significance of global markets, including their cultural, social, and legal dimensions will be covered in this course.

BS225, ECONOMICS II (MICRO) (3 CR)

This course is the continuation of macroeconomics, with the emphasis now on microeconomics. Students will focus on issues such as profit motive, competitive markets, market structures, and international trade, and they will examine how these issues affect the decision-making process for a manager. This course discusses many of the day-to-day issues that will impact how a company adapts to the changes in the world today.

BS240, FOUNDATIONS OF LEADERSHIP (3 CR)

This course is designed to provide the student with an introduction to the theory and practice of leadership. The course will examine both the concept of leadership and the essential elements of leadership. The process of leadership will also be addressed, including an introduction to some of the various skills required to operate effectively in a leadership situation. The course will culminate with the student developing a personal leadership theory and applying leadership concepts in the workplace.

BS250, SMALL BUSINESS MANAGEMENT (3 CR)

This course is designed to help students understand the intricacies of running a small company. Topics include the major problems areas in smaller companies, including business plans, budgeting, and entrepreneurship.

BS280, INTERNATIONAL BUSINESS (3 CR)

This course broadly surveys a range of topics. Although the course introduces and explores several practices important to international business, it places emphasis on promoting cultural awareness. It uses selected global issues and trends of interest to the international business community as vehicles to stimulate discussion and promote sensitivity to the unique problems of international business.

BS305, ECONOMICS & SOCIETY (3 CR)

This course will provide an examination of economics and its unique relationship to current issues and the social sciences. Students will gain an understanding of the major components of the nation's economic systems, how they relate to political and other institutions, and their impact upon our national heritage, international relations, and current events.

BS316, FINANCE & ACCOUNTING FOR NON-FINANCIAL MANAGERS (3 CR)

This course is designed to be an introduction to finance for the non-financial major. Students will learn basic accounting and finance principles and practices, with emphasis on application in the management decision-making process.

BS319, INFORMATION SYSTEMS TODAY (3 CR)

This course provides an introduction to the foundations of information systems, their underlying technologies, and their role in contemporary organizations. The primary emphasis is to help students understand what information systems are, what types of organizational information systems are currently in use, and how they have become a vital part of modern organizations. The technological, organizational, social, security and international aspects of information systems will be examined with current applications and case studies

BS323, MARKETING MANAGEMENT (3 CR)

This course focuses on the major decisions that marketing managers and top management face in their efforts to harmonize the organization's objectives, capabilities, and resources with marketplace needs and opportunities. Students inspect the major economic, social, and global forces that confront the marketing manager today.

BS330, HUMAN RESOURCES MANAGEMENT (3 CR)

This course is designed to provide students with a complete and comprehensive review of personnel management concepts and techniques. The course will focus on essential topics, including job analysis and design as well as job enrichment strategies. Other essential topics to be examined include testing techniques and analysis, compensation and benefits packages, and performance appraisals.

BS331, COMPARATIVE ECONOMIC SYSTEMS (3 CR)

This course focuses on the description and analysis of economic goals, institutions, and policies in different countries, with an emphasis on organizational principles and decision-making structures.

BS359, ORGANIZATIONAL BEHAVIOR (3 CR)

This course serves as an overview of organizational structure and behavior. Particular emphasis is on the individual's role within the organization. An important objective of this course is to develop the student's potential for becoming an effective member of the organization and manager of people.

BS361, INTEGRATED MARKETING COMMUNICATION (3 CR)

Analyzes the numerous methods used to communicate with customers. Organizations in the private as well as the public sectors understand that the ability to communicate effectively and efficiently with their targeted audiences is critical to the long-term success of the organization. Topics such as public relations, selling, advertising, and promotion will be explored. Students will complete the design and implementation of an integrated communication plan.

BS365, ORGANIZATIONAL THEORY AND DESIGN (3 CR)

This course is designed to give the student an appreciation for the vast array of organizations and their structures. Students will study, from a macro perspective, the range of internal and external factors influencing business design. One will better understand how businesses adapt and grow through their lifecycle, and how organizational design can ultimately determine the success or failure of an organization. Likewise, students will be able to identify structures in organizations with which they are familiar, and gain insights into the factors motivating those structures. Finally, the student will be better prepared to pursue a management role, recognizing and reacting to environmental factors that affect their area of responsibility, and creating an environment designed for success.

BS370, NEGOTIATION & CONFLICT RESOLUTION (3 CR)

This course provides an overview of conflict management and resolution, with emphasis on processes, psychodynamics of conflict, and win/win principles. By presenting both theoretical information and opportunities to participate in experiential exercises, the course will serve to improve the student's negotiating behavior.

BS404, BUSINESS RESEARCH METHODS (3 CR)

Research is a critical component of the Bachelor degree program. This course introduces research methods, applications and the background to research in business. Qualitative and quantitative research methods will be introduced to identify, locate and analyze primary and secondary data sources. Methods of proper interpretation and presentation of findings will also be among the topics covered. This course will prepare students in the research and writing of business papers and in conducting scholarly research for the business capstone project, BS446. APA protocol will be studied in-depth.

BS420, SELF AND TEAM MANAGEMENT SKILLS II (3 CR)

In this course, the student focuses on skills needed for group interaction and the management of individual and professional priorities. Included in this course are: an introduction to the adult learning model and APA writing style, listening as part of servant leadership and group participation, aspects of a personal vision and elements of healthy group dynamics, study team formation and the role of diversity and conflict in groups, and resources for doing research and elements of effective presentations.

BS429, FINANCIAL MANAGEMENT (3 CR)

This course is intended to develop, within the student, an awareness of the interrelationships of accounting, economics, and finance. Using a combination of case studies and problem solving, the student will undertake a detailed study of financial analysis, the use of leverage, short and long-term financing alternatives, and the capital budget process.
Prerequisite: BS211

BS433, BUSINESS POLICY & STRATEGY (3 CR)

This course examines the concepts of business policy and strategic management within the context of today's rapidly changing business environment. Analytical and decision-making skills, developed through the course of the program, are applied to resolving complex policy and strategic issues.

BS436, TRAINING & DEVELOPMENT (3 CR)

This course provides an overview of training and development, with emphasis on process, the psychodynamics of the human resource, and specific training tools. By presenting both theoretical information and opportunities to participate in experiential exercises, the course will serve to improve the student's knowledge of training and development.

BS446, CAPSTONE PROJECT (6 CR)

The Capstone Project course is an intensive course that culminates in a comprehensive research paper and oral presentation. The topic will be a business related issue, integrating and synthesizing the skills and information learned and applied throughout the bachelor curriculum. Each student will be responsible for choosing a topic, to be approved by the Professor. The research paper will be a minimum of 20 pages (excluding appendices), and will involve an extensive review of empirical and theoretical literature related to the student's chosen topic. The research paper will involve a minimum of 15 references and will adhere to the most current APA edition. The oral presentation will take place during the last two weeks of class. Evaluation will be focused on the quality and depth of the research, and the student's critical thinking, writing and oral presentation abilities.
Prerequisite: BS404

BS470, PRINCIPLES OF MANAGEMENT & LEADERSHIP (3 CR)

This course is designed to provide the student with an overview of management and leadership processes within an organization. By applying the principles of planning, organizing, staffing, directing, controlling, and team development which builds to a comprehensive team project, the student will develop an understanding of the role of the manager.

BS475, ETHICS FOR BUSINESS (3 CR)

This course provides an understanding of ethical issues involving equity, fairness, respect for individual rights, and corporate social responsibility. Students are challenged to develop and defend personal viewpoints relating to economic justice, capitalism, and socialism, as well as the responsibility of the corporation to society, the environment, and questionable business practices. Through readings and case problems that view ethical problems from various viewpoints, students develop an appreciation for the ramifications of business decisions and a stronger ability to deal with similar issues in their own professional careers.

BS480, BUSINESS LAW (3 CR)

This course is designed to provide a threefold examination of the law and its influence on business activities and business philosophy. First, the course will consider business law in a broad context, emphasizing the process by which the principles and rules of law are formulated. This part of the course will examine the aspects of the legal system common to all disciplines of law: the source of law, the primary law-making bodies, and the court system. Second, the course will consider the substantive bodies of business law, including the law of contracts, torts, product liability, consumer rights, business organizations, secured transactions, bankruptcy, agency, employment, property, and environmental law. Third, the course will examine government's role in business by integrating the concepts of ethics, legal risk management, corporate governance and due diligence where applicable.

BS481, EMPLOYMENT LAW (3 CR)

Students will examine topics such as the legal issues underlying the selection, hiring, promotion, and termination of employees, pay equity and age discrimination, disability discrimination and workers' compensation laws, employee privacy topics, and major acts such as the Family Medical Leave Act and the Americans with Disabilities Act. In addition, labor law topics that will be explored include: coverage of protection for contingent workers, the legality of employee involvement (EI) programs, and more.

BS485, BUSINESS STATISTICS (3 CR)

This course is designed to cover a set of elementary statistical procedures and examines the relationship to intuitive problem solving. Topics covered include central tendency, measures of variability, frequency distributions, percentiles and standard scores, correlation, inferential statistics, difference between means, ANOVA, regression, hypothesis tests (F, T, Z, Chi square), and confidence intervals. Emphasis will be on practical business applications to the Research Project.

Career Planning Course Descriptions

CC110, FOUNDATIONS FOR LIFELONG LEARNING (2 CR)

Framed in the context of professionalism, this course will assist adult learners who are entering or returning to college. Students will develop strategies and tools for learning success that they will be able to apply both in academic classes and in professional contexts as they continue to learn throughout their lives.

Chemistry Course Descriptions

CH202, ENVIRONMENTAL SCIENCE WITH LAB (4 CR)

This course is designed to provide an introduction to the environmental sciences, with a focus on interrelationships. Through the interdisciplinary approach, scientific concepts and information will be integrated with political, economic, and social aspects. Lab fee applies.

Communication Arts Course Descriptions

CO106, SPEECH COMMUNICATIONS (3 CR)

This course is designed to familiarize students with the principles of speaking in public and in small groups, and offers practical application of speaking and listening fundamentals in both formal and informal speaking situations. Special emphasis is on development of public speaking, delivery skills, organization and presentation of effective outlines as well as audience analysis and speaker evaluation.

CO203, INTRODUCTION TO THEATER (3 CR)

This course, through readings and discussion, introduces students to the process by which a script is transformed into a theatrical production. Examples of tragedies, comedies, and tragicomedies are examined as products of their individual societies; the corresponding period of theatre and cultural history is also studied. The various topics, including an examination of acting, directing, and technical theatre, are designed to increase students' appreciation of theatre as a dynamic art form in contemporary culture.

Cultural Perspectives Course Descriptions

CP150, CHRISTIAN TRADITION (3 CR)

This course traces some of the pivotal events in Christian history, and includes the people, socio-cultural influences and basic theological concerns involved. Attention is paid to developments in each major period of Christian history, as well as to the growth of Christianity from its roots in the Middle East to expansion across Europe and Africa, to its appearance in Asia and the Americas.

CP195, THE WEST IN THE WORLD SINCE 1500 (3 CR)

An examination of the broad patterns of Western historical development in global context. Special emphasis will be given to the competing assessments of the meaning and significance of Western and modern global civilization.

CP245, LITERATURE AND CULTURE (3 CR)

A humanities course designed to reveal to students: 1) the debt the Western literary tradition owes to the ancient, pre-Christian world; and 2) how literature operates as an important vehicle for cultural exchange between the east and the west. In the process, students will refine their skills in reading and understanding literary works, including the interpretation of figurative language, an awareness of how literary genre shapes content, and the ability to articulate central themes.
Prerequisites: EN100, EN102, CP195

CP250, BIBLE IN CURRENT PERSPECTIVE (3 CR)

This course serves as a broad introduction to the Bible and the various ways it impacts both the church and contemporary society. It provides an introduction to the formation of the Christian canon and surveys the major themes of the Old and New Testaments. Throughout the course, connections are drawn between the Bible and other disciplines, especially connections to the topics covered in the other courses in the Cultural Perspectives curriculum.
Prerequisites: EN100, EN102, CP195

CP290, EAST MEETS WEST: WESTERN PHILOSOPHY AND GLOBALIZATION (3 CR)

This course addresses philosophical themes that arise as the result of the human search for meaning in the present context of globalization. While it will include an historical survey of significant Western responses to these perennial human questions, it will also include voices from outside the Western tradition. Emphasis will be placed on those concepts, issues and philosophers which have played the greatest role in Western civilization, and which may offer significant answers to today's global questions. Emphasis will be placed upon correlations with other courses in the Cultural Perspectives sequence.
Prerequisites: EN100, EN102, CP195

CP325, EPOCH-MAKING EVENTS IN SCIENCE (3 CR)

Using examples from the history of ideas, EMES considers major revolutions in our understanding of our selves, our world, and the meaning of our existence. Typical of the ideas to be discussed are: 1) the emergence of the natural sciences as a novel way to understand the world; 2) the Copernican Revolution as a challenge to anthropocentric views of ourselves; 3) scientific explanations for origins that force reconsideration of traditional religious views.
Prerequisite: CP150

CP350, WORLD RELIGIONS (3 CR)

Studies the historical understandings and practices of the major belief systems of the world, such as: animism, Buddhism, Confucianism, Hinduism, Islam, Judaism, and secondary groups that have developed from them. The course will include visits to local places of worship and meditation.
Prerequisite: CP150

CP410, LIVING ISSUES (3 CR)

The capstone course in ENC's Cultural Perspectives sequence of courses, designed to expose students to some of the major challenges facing humanity as a whole and the student as an individual. One of the primary course objectives is the exploration of the tensions and possibilities that exist for Christian faith and values in a society permeated with individualism, materialism, and despair. This course also deals with moral philosophy around the globe, considering social issues and morality from the vantage point of ethics and responsibility.
Prerequisites: CP150, CP325, CP350, and Senior standing

Computer Science Course Descriptions

CS115, INTRODUCTION TO DIGITAL LITERACY (3 CR)

Students will be introduced to the use and basic functions of computers. Students will develop basic skills in the use of word processing and presentation software applications. Students will learn to use web browsers and search engines, as well as online learning management systems to manage their coursework.

Early Childhood Education Course Descriptions

EC210, FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION (3 CR)
This foundation course examines early childhood education (birth through grade 2) from a variety of perspectives including philosophical, historical, multicultural, developmental and socio-economic points of view. Students will acquire an understanding of how early childhood education has influenced the childcare profession. Topics include: child growth and development (typical and atypical), learning theories, diversity, developmentally appropriate practices, teaching models and practices, professional teaching standards, and critical issues related to teaching.

EC220, EARLY CHILDHOOD OBSERVATION AND ASSESSMENT (3 CR)
Students will be introduced to a variety of valid and reliable assessment tools and techniques for use in developmentally appropriate data-driven instruction specific to children's individual abilities, needs, and interests. Attention will be given to child individualization using formal and informal systematic observation and assessment methods. Students will learn how to collaborate with families and community professionals to meet instructional best practices of children's developmental abilities.
Prerequisite: EC242

EC225, EARLY CHILDHOOD CURRICULUM AND METHODS: INFANT/TODDLER (3 CR)
This course addresses the selection and use of developmentally appropriate emergent, integrated, child-centered, and play-based curricula and materials for children from birth to approximately age three. The curricula will incorporate all developmental domains. Related topics include: approaches to teaching, considerations of cultural and special needs, classroom environment, behavioral guidance, and applications of developmental learning.
Prerequisites: EC220 and EC320

EC230, EARLY CHILDHOOD CURRICULUM AND METHODS: PRESCHOOL (3 CR)
This course addresses the selection and use of developmentally appropriate emergent, integrated, child-centered, and play-based curricula and materials for children from approximately age three to five. The curricula will incorporate all developmental domains. Related topics include: approaches to teaching, considerations of cultural and special needs, classroom environment, behavioral guidance, and applications of developmental learning.
Prerequisites: EC220 and EC320

EC242, CHILD DEVELOPMENT (3 CR)
Students study child development from pre-natal stages through eight years of age. Attention is given to a variety of perspectives- biological processes, physical development, perceptual development, cognitive and language development, socio-emotional development and social contexts of development. Theories of child development and current research are addressed in order to provide the student with a comprehensive understanding of the nature, individual variations, and potential in child development. Also considers specific contexts, such as the family, peer relationships, school and community life, and culture and diversity.

EC243, EDUCATIONAL TECHNOLOGY FOR YOUNG CHILDREN (3 CR)
Includes an overview of the application of various forms of technology in the early childhood classroom. Students will review recent research on the subject and determine how to integrate technology with curriculum in developmentally appropriate ways. Students will evaluate the merits of a variety of instructional media and learn to use and adapt them appropriately for the early childhood classroom setting.
Prerequisite: CS115, or demonstrated technological proficiency

EC299P, PRACTICUM SEMINAR I (3 CR)
Students will observe, assist, and teach within an infant/toddler or preschool setting under the direction of a supervising practitioner and supervised by a college faculty member. In addition to the practicum, students will meet together regularly in a seminar format to reflect on practicum experiences. There are 75 clock hours of student teaching to complete for this course.
Prerequisite: EC225 or EC230

EC306, MATH FOR THE EARLY CHILDHOOD CLASSROOM (3 CR)
This course is designed to help students discover how young children think about and learn mathematics. The course integrates four important aspects of teaching mathematics: gaining knowledge of oneself as a learner of mathematics, gaining knowledge of oneself as a teacher of mathematics, gaining knowledge of how children think, and becoming a reflective practitioner. This course prepares students to craft a mathematics teaching practice that reflects current educational research, philosophies, and methodologies.
Prerequisite: EC225 or EC230

EC308, LITERACY AND LANGUAGE DEVELOPMENT (3 CR)
This course is designed to assist early childhood educators in developing a solid instructional philosophy as it relates to literacy and language development, and to examine balanced literacy practices. Emphasis will be placed on designing literacy-rich classroom environments that support language and reading development in a diverse classroom of early learners. Current methodology, including research-based techniques for teaching reading, the integration of developmentally appropriate writing strategies, and current assessment practices will be discussed in relation to the NAEYC *Criteria for Curriculum*, *Massachusetts Guidelines for Preschool Learning Experiences* (2003), and *English Language Arts Curriculum Frameworks and the Common Core* (2011) for ECE children.
Prerequisite: EC225 or EC230

EC311, SPECIAL NEEDS IN EARLY CHILDHOOD (3 CR)
This course will enable the student to develop the instructional and behavioral competencies to foster the inclusion of children with exceptional needs into early childhood settings. The course will examine curricular adaptations, classroom modifications, medical concerns, family impact, legal issues, family relationships, community resources, Individualized Educational Plans and Individualized Family Service Plans.
Prerequisite: ED310

EC320, EARLY CHILDHOOD CLASSROOM MANAGEMENT (3 CR)
Based upon theory and research, students will construct a developmentally appropriate approach to guiding young children. Supportive interactions between adults and children are emphasized as is effective learning environments which support children's autonomy. Students will apply knowledge using the decision making model of child guidance in everyday discipline encounters to teach conflict resolution skills.
Prerequisites: EC242 and EC220

EC325, EARLY CHILDHOOD CURRICULUM & METHODS I (3 CR)
Students will gain an overview of philosophy, approaches to teaching young children, technology, special needs, classroom management and practical materials designed for the developmental curriculum in the following areas: sensory experiences, language arts and the humanities (including social studies and the expressive arts). There are 25 pre-practicum clock hours to complete for this course.
Prerequisites: Junior or Senior status, and in good standing in the Teacher Education program

EC330, EARLY CHILDHOOD CURRICULUM & METHODS II (3 CR)

Students will examine effective methods of curriculum implementation, considering cultural and special needs, combined with developmental learning and ways to prepare a supportive physical environment. This course will feature the following areas of curriculum: the natural sciences (including science, health and mathematics), motor development and parent and community involvement. The student will design an integrated curriculum unit and resource kit. There are 25 pre-practicum clock hours to complete for this course.
Prerequisites: Junior or Senior status, and in good standing in the Teacher Education program

EC390, CHILD CARE POLICY (3 CR)

A general study of organizational theories and functions with application to the early childhood center/daycare facility will be emphasized. Topics focus on a variety of issues including child abuse; laws and regulations (NAEYC, etc.); policy; cultural diversity; relationships/partnering with families, service agencies and community resources for families (IEPs, IFSP's etc); records management; marketing and promotional strategies; the change process and historical and social issues as they relate to child care today.

EC391, SCHOOLS, FAMILIES, & COMMUNITIES (3 CR)

The focus of this course is helping families and the community understand the role of a daycare center. Among the issues explored during the course are understanding and building respectful/reciprocal/healthy relationships with diverse families and using culturally competent practices to support and communicate with individual children and families, cultivating meaningful family and community involvement, connecting families to community resources, and taking advantage of opportunities for appropriate, positive collaborations with other school and community services.

EC392, SUPERVISION AND ADMINISTRATION OF CHILDCARE FACILITIES (3 CR)

This course is designed to be a theoretical and practical study of the administrative processes applied to the early childhood center/daycare facilities. Areas studied will include organization theory and best business practices, regulations, applicable laws, professional development, staff supervision/personnel issues (professional attitudes, behaviors, and ethical standards/professional guidelines) and quality standards.

EC395, HEALTH, SAFETY, & NUTRITION (3 CR)

This course will focus on the promotion and assurance of the children's health, safety and nutrition. Among the topics explored are the following: hygiene and health promotion, preventing and responding to infectious diseases and managing chronic illness, mental health, basic safety and emergency preparedness, safeguarding children and youth - particularly from child abuse and neglect - nutrition, the food handling environment and physical fitness and activity.

EC495, SPECIAL TOPICS IN EARLY CHILDHOOD (VARIABLE CREDIT; REPEATABLE UP TO 6 CREDITS)

This course explores current topics, issues, and activities related to one or more aspects of the early childhood care and education profession.

EC499E, EARLY CHILDHOOD PRACTICUM I: GRADES 1-2 (6 CR)

Observing, assisting, and teaching within a first through second grade setting under the directions of a supervising practitioner and supervised by a college supervisor. This practicum is required of all early childhood majors for licensure. The classroom will include regular students as well as special needs students.
Prerequisites: ED210, ED310, RE441, SN311, SN420, ED243, EC325, EC330, a cumulative GPA of 2.5, approval of teacher education faculty, pass all appropriate MTEL tests

EC499K, EARLY CHILDHOOD PRACTICUM II: PRESCHOOL/KINDERGARTEN (6 CR)

Observing, assisting, and teaching within a preschool setting under the directions of a supervising practitioner and supervised by a college supervisor. This practicum is required of all early childhood majors for licensure. The classroom will include regular students as well as special needs students.
Prerequisites: ED210, ED310, RE441, SN420, SN311, ED243, EC325, EC330, a cumulative GPA of 2.5, approval of Teacher Education Faculty Committee, pass all appropriate MTEL test

EC499P, PRACTICUM SEMINAR II (6 CR)

Students will observe, assist, and teach within an infant/toddler or preschool setting under the direction of a supervising practitioner and supervised by a college faculty member. In addition to the practicum, students will meet together in a seminar format to reflect on practicum experiences. There are 150 clock hours of student teaching to complete for this course.
Prerequisites: EC242, EC220, EC320, EC230/225, ED310, EC311, EC392, EC395, EC306, EC308, EC390, EC391

Education Course Descriptions

ED210, AMERICAN FOUNDATIONS OF EDUCATION (3 CR)

An introductory course offering insights into historical, sociological, psychological, philosophical and methodological foundations at all levels of education. Opportunity is provided for students to explore the field of education and to provide guidance to those choosing teaching as a vocation. Implications of the past, present and future of school program development, organizations, and the individual educator are emphasized.

ED243, EDUCATIONAL TECHNOLOGY (3 CR)

Includes an overview of the applications of the technology in the classroom. Students will receive, evaluate, and produce educational software including videos, slide presentations, transparencies and photo essays for use in small group, class, and individual instruction. Emphasis will be placed on integrating instructional software, including compact disks, word processing, and multimedia computer programs into the curriculum. There is also a study of innovative programs using technology, such as distance learning and telecommunications, in the classroom. There are 25 pre-practicum hours to complete for this course.
Prerequisites: ED210 and ED310

ED310, EDUCATIONAL PSYCHOLOGY (3 CR)

A review of human development in a psychological context, followed by a concentration on learning theories and evaluation strategies. The aim is to help each student to arrive at a consistent systematic position in applying psychology to the educational setting. (BEd licensure students only: There are 25 pre-practicum clock hours to complete this course.)
Prerequisite for ECE students only: EC220

ED320, CLASSROOM MANAGEMENT (3 CR)

Develops competency in instructing language arts and the humanities (including social studies and expressive arts); general teaching-learning strategies; basic elements in curriculum design; classroom management; mainstreaming; and their application to elementary school children, including those with special needs. There are 25 pre-practicum hours to complete for this course.
Prerequisites: Junior or Senior status, and in good standing in the Teacher Education program

ED495, ADVOCACY IN EDUCATION (3 CR)

The purpose of this course is to introduce early childhood teachers to the various theories and methodologies of educational advocacy. Understanding the various facets of advocacy is important to

ensuring that all children are afforded a just and equitable educational opportunity. Proactive advocacy is crucial for ensuring that the individual and collective educational rights of children are promoted and vigilantly protected in the classroom, and in society. Students will examine the concepts of economic of equality, social policy and legislative advocacy in addressing and resolving the needs of the traditionally marginalized and underserved populations.

ED495A, INDEPENDENT RESEARCH IN EDUCATION (VARIABLE CREDIT; REPEATABLE UP TO 9 CREDITS)
Individual research under the guidance of faculty on special interests, concerns, problems, remediations, or questions. Assigned and suggested readings will be required; field experience(s) may be required; frequent conferences will be conducted.
Prerequisite: Permission of the department

ED499Z, PRACTICUM SEMINAR (3 CR)
A three credit seminar for student teachers who have not had any previous teaching experience. It is designed as a supportive component of the student teaching experience. The following is a list of possible topics to be covered: licensure application process, credential files, discipline, classroom management, interviewing, and relationships with supervising practitioners. The structure of this course also allows for student generated topics for discussion. One credit of the course (15 hours) will address the Data Analysis competency that is part of the new Professional Standards for Teachers (PSTs). This will be designed to provide students with the essential knowledge of descriptive and inferential statistics in the field of education. It prepares students to be knowledgeable consumers of social research statistics and to do further work in statistics and research. This one credit component is designed to provide a Lab experience for students where they will develop their skills for data interpretation, particularly as it will be applied to work in K-12 schools and is required for all Education majors. This course is taken in conjunction with the student teaching practicum and is required to be considered a program completer.
Prerequisite: Passing score on the content exam of the Massachusetts Test for Educator Licensure (MTEL).

Elementary Education Course Descriptions

EL325, ELEMENTARY CURRICULUM & METHODS I (3 CR)
Develops competency in instructing language arts and the humanities (including social studies and expressive arts); general teaching-learning strategies; basic elements in curriculum design; classroom management; mainstreaming; and their application to elementary school children, including those with special needs. There are 25 pre-practicum hours to complete for this course.
Prerequisites: Junior or Senior in good standing in Teacher Education Program.

EL330, ELEMENTARY CURRICULUM & METHODS II (3 CR)
Develops competency in instructing in the natural sciences (including mathematics, science, and health); general teaching-learning strategies; basic elements in curriculum design; classroom management; mainstreaming; and their application to elementary school children, including those with special needs. There are 25 pre-practicum clock hours to complete for this course.
Prerequisites: A Junior or Senior and in good standing in the Teacher education program.

EL499, ELEMENTARY PRACTICUM (12 CR)
Observing, assisting, and teaching within an elementary school setting under the direction of a supervising practitioner and supervised by a college supervisor. This practicum is required of all elementary education majors for licensure. The classroom will include regular students as well as special needs students.
Prerequisites: ED210, ED310, RE441, SN311, SN420, ED243, EL325, EL330, a cumulative GPA of 2.5, approval of teacher education faculty, pass all appropriate MTEL tests.

English Course Descriptions

EN100, ENGLISH COMPOSITION I (3 CR)

This course is designed to teach students develop their ideas in clear, effective, written English. Through a series of writing assignments and small group activities, students will explore organization, development and style as they pertain to college writing.
Minimum Grade Requirement: C- or better; if the grade requirement is not met, the student will not be allowed to continue in the program sequence. Before re-enrollment in the program is approved, this course must be successfully completed with a minimum grade of C-, or a pre-approved transfer equivalent must be officially transferred in that meets the required minimum grade.

EN102, ENGLISH COMPOSITION II (3 CR)

This course is designed to help students develop critical thinking, reading, and writing skills. The emphasis is on APA documentation style and research writing.
Prerequisite: EN100
Minimum Grade Requirement: C- or better; if the grade requirement is not met, the student will not be allowed to continue in the program sequence. Before re-enrollment in the program is approved, this course must be successfully completed with a minimum grade of C-, or a pre-approved transfer equivalent must be officially transferred in that meets the required minimum grade.

EN200, GREAT WRITERS OF ENGLAND AND AMERICA (3 CR)

This course considers selected short stories and novels of American and British literature. Students will read, analyze, and discuss these works at a college level. Students will compose reaction papers based upon the readings, using literary terms.

EN314, WRITING FOR THE PROFESSIONS (3 CR)

Designed as an individualized and relevant professional writing experience pertaining to the technical field or professional interest of the student. This workshop/course culminates with activities that result in producing a researched report and a portfolio.

EN341, INTRODUCTION TO LINGUISTICS (3 CR)

This course is concerned with teaching the English language. It includes a study of the history of the English language, semantics, syntax, phonetics, phonology, morphology, dialects, grammar (traditional, structural, transformational) and usage.

ELL Education Course Descriptions

ES320, ELL CURRICULUM & METHODS (3 CR)

This course will examine a number of topics that address the learning needs of ELL students. Theoretical issues from various disciplines will be considered as they impact the practical needs and concerns of students and teachers in the authentic settings in which ELL instruction takes place. A variety of methods, especially Sheltered Instruction (SEI), will be studied and analyzed in order that prospective teachers will be able to develop concrete strategies of instruction. The course targets the teaching of ELL in elementary school, middle school and high school. There is a 25-hour prepracticum requirement for this course.
Prerequisites: Junior or Senior status, and in good standing in the Teacher Education program

Government Course Descriptions

GO220, WORLD POLITICAL GEOGRAPHY (3 CR)
A survey of the geographical regions of the world with emphasis on the political, economic, and cultural aspects of geography.

History Course Descriptions

HI105, US HISTORY IN THE 20TH CENTURY (3 CR)
This course is a survey of some of the important themes in United States history during the twentieth century. Students will utilize both secondary and primary sources to gain an understanding of these themes and of the ways in which historians differ in their interpretations of the past.

HI205, INTRO TO AMERICAN GOVERNMENT AND POLITICS (3 CR)
This course examines American government by bringing students into contact with knowledge of the structure and behavior of major political institutions, the environments faced by decision-makers, and the attitudes and behavior of the public. The course will also explore the evolution of political concepts and myths and evaluate their significance in the public life of the nation.

Liberal Arts Course Descriptions

LA300, PROFESSIONAL COMMUNICATION (3 CR)
This course is an introduction to the communications techniques and documents - written, oral, and electronic - used in the modern workplace. Assignments and presentations allow students to prepare and present the basic forms and styles of communication. Students will have the opportunity to learn techniques to develop effective listening skills, to learn to interpret and use body language, to use collaborative writing methods, to enhance speaking and presentation skills, and to develop effective editing and feedback procedures.

Math Course Descriptions

MA101, MATH EXPLORATIONS (3 CR)
Introduces the structure and scope of mathematics. Discusses a variety of topics in mathematics to acquaint the student with what a mathematician is and does and exposes the student to different branches and tools of mathematics.

MA107, CONTEMPORARY MATH FOR BUSINESS (3 CR)
This course will cover mathematics as it is used and implemented in business to affect management decision making. Topics include a review of fundamental mathematical operations and concepts, implementation of algebra, the use and application of percentages and introductory graphs and statistics. Logic and problem-solving skills will be covered throughout the course material. The purpose of this class is not to turn you into mathematicians, but rather to give you the key skills you need to survive in today's business world. The use of a calculator may be helpful but is not required.

MA215, LOGIC, SETS, & NUMBERS (3 CR)
This course introduces the student to the fundamental concepts and structures of mathematics. Students explore issues involved in reasoning, patterns, evidence, proof and logic. Logic then leads to discussing the mathematical concept of a set. Finally, the course studies issues around numbering systems and basic properties of numbers.

MA220, OPERATIONS AND ALGEBRA (3 CR)

This course provides the student with an in-depth analysis of the properties of operations on integers in order to provide a solid foundation in pre-algebra and basic algebra concepts. In addition, the course introduces matrix algebra as an example of a familiar algebra with different properties than integers. Finally, after discussing the usefulness of the concept of a variable, this course introduces the language and practical applications of functions.

MA225, INTRODUCTION TO GEOMETRY (3 CR)

This course provides the student with the foundation to teach geometry in elementary school with a view toward analytical and coordinate geometry.

MA227, APPLICATIONS OF ALGEBRA (3 CR)

This course completes the content material of a student preparing for elementary education by applying a variety of algebraic and number sense skills to problem solving and by introducing students to basic concepts and methods of probability and statistics.

Music Course Descriptions

MU204, INTRODUCTION TO MUSIC (3 CR)

This course will introduce students to the primary musical periods of traditional Western European art music and the major composers of those periods. Important musical concepts will be stressed and linked to the aesthetic education of the student. The required concert attendance, outside of class time, is considered imperative to the aesthetic development of the student.

Physical Education Course Descriptions

PE222, FIRST AID/CPR (0.5 CR)

PE252, PERSONAL HEALTH AND WELLNESS (3 CR)

An introduction to concepts and application of lifetime personal health and wellness. Topics include components of cardiovascular disease and risk factors, nutrition, weight management, relaxation techniques, sexually transmitted diseases, and substance abuse. The course includes practical application of certain topics through activities and portfolio assessment. The focus is upon individualization of activities so as to address particular needs and circumstances.

PE499, PE BY CONTRACT (1.5 CR)

Psychology Course Descriptions

PS313, SOCIAL PSYCHOLOGY (3 CR)

Studies the individual behaving in group interaction. Investigates social behavior involved in prejudice, conformity, aggression, leadership, affiliation, and communication and relates that to contemporary social issues of our society.

PS372, ABNORMAL PSYCHOLOGY (3 CR)

Studies psychological disorders with emphasis upon historical, etiological, descriptive, diagnostic, therapeutic, and experimental approaches.

Reading Course Descriptions

RE441, TEACHING READING AND CHILDREN'S LITERATURE (3 CR)

The teaching of the modern methods and techniques of reading in all the elementary school grades with emphasis on readiness and the developmental stages of reading are explored, with a focus on classroom strategies. The use of literature in the reading program, adaptation for the special student, assessment, readiness, and developmental stages of reading. There are 25 pre-practicum hours to complete this course.
Prerequisites: Senior status, and in good standing in the Teacher Education program

Special Education Course Descriptions

SN311, HUMAN EXCEPTIONALITIES (3 CR)

An introductory course in special needs, which is designed to provide a basis for further study in the area. Students will develop competencies in the following: (1) psychological characteristics of children with special needs, (2) behavioral characteristics of children with special needs, (3) techniques used to diagnose and remediate special needs, and (4) current special needs legislation (state and national). There are 25 pre-practicum hours to complete for this course.
Prerequisites: ED210, ED210, Junior status

SN420, PSYCHOLOGICAL AND EDUCATIONAL ASSESSMENT (3 CR)

Traditional psychological and educational assessment techniques are examined. Special attention will be given to practical assessment tactics versus theoretical treatment and how this assessment applies to children with special needs. Opportunity will be given to students to practice administration of selected test batteries.
Prerequisites: SN311, Junior or Senior status and in good standing in the Teacher Education program

Sociology Course Descriptions

SO206, MULTICULTURAL RELATIONS (3 CR)

This course examines multicultural relations and the world of work within a theoretical and practical framework. The aim of this course is to impart sociological understanding of groups in all cultures and to explore how that understanding can enhance business and workplace relationships.

Spanish Course Descriptions

SP101, ELEMENTARY SPANISH I (3 CR)

An introduction to the major features of Spanish structure and to the vocabulary and idioms of everyday conversation. Emphasis is placed on communication skills.

SP102, ELEMENTARY SPANISH II (3 CR)

An introduction to the major features of Spanish structure and to the vocabulary and idioms of everyday conversation. Emphasis is placed on communication skills.
Prerequisite: SP101 or demonstrated proficiency

Social Work Course Descriptions

SW312, MARRIAGE & FAMILY RELATIONS (3 CR)

Explores contemporary marriage and family relations in our changing society. Utilizing a developmental framework, it focuses on the tasks that individuals, couples, and families must accomplish at different

points during the family life cycle and the crises with which they may be challenged. Students are introduced to the kinds of skills and support that assist people as they form and maintain the most important relationships.

SW331, SUBSTANCE ABUSE (3 CR)

Provides students with an overview of substance abuse from a systems perspective. Explores the major theories of addiction, the physiological and psychological results of substance abuse, commonly used substances and their effects, and the latest treatment developments and research findings.

SW332, CHILD WELFARE (3 CR)

Provides students with an overview of the various social issues and systems that impact the welfare of children from a historical, theoretical, and practice perspective. Explores the various social issues children face and the services that are available to them. Emphasizes various diverse populations in relation to the social issues and systems addressed in the course.

10.02 GRADUATE COURSE DESCRIPTIONS

Early Childhood Education Graduate-level Course Descriptions

EC525, EARLY CHILDHOOD CURRICULUM AND METHODS I (3 CR)

Students will gain an overview of philosophy, approaches to teaching young children, technology, special needs, classroom management and practical materials designed for the developmental curriculum in the following areas: sensory experiences, language arts and the humanities (including social studies and the expressive arts). (pre-practicum 25 hrs.)

EC530, EARLY CHILDHOOD CURRICULUM AND METHODS II (3 CR)

Students will examine effective methods of curriculum implementation, considering cultural and special needs, combined with developmental learning and ways to prepare a supportive physical environment. This course will feature the following areas of curriculum: the natural sciences (including science, health and mathematics), motor development and parent/community involvement. The student will design an integrated curriculum unit and resource kit. (pre-practicum 25 hrs.)

EC549K, PRACTICUM - PREK THROUGH K (5.5 CR)

The student will spend at least twelve weeks (300 clock hours) in an early childhood school setting. One hundred hours will be done in a PreK-K setting. The student is expected to demonstrate competence as a teacher of young children including children with special needs within a classroom setting. Supervision will be provided by the cooperating practitioner, college supervisor, and school administrators.

EC549E, PRACTICUM 1-2 GRADE (6 CR)

The student will spend at least twelve weeks (300 clock hours) in an early childhood school setting. Two hundred hours will be done in a 1-2 setting. The student is expected to demonstrate competence as a teacher of young children including children with special needs within a classroom setting. Supervision will be provided by the cooperating practitioner, college supervisor, and school administrators.

Education Graduate-level Course Descriptions

ED502, AMERICAN FOUNDATIONS OF EDUCATION (3 CR)

The historical, sociological, and philosophical bases of American education are studied. Implications of the past, present, and future on school program development, organizations and the individual educator are emphasized.

ED503, ADVANCED EDUCATIONAL PSYCHOLOGY AND MEASUREMENT (3 CR)

A review of human development in a psychological context is emphasized, followed by a concentration of learning theories and evaluation and assessment strategies. The aim is to help each student arrive at a consistent, systematic position in applying psychology to the educational setting. (pre-practicum 25 hrs.)

ED510, EDUCATIONAL TECHNOLOGY (3 CR)

This course includes an overview of the applications of technology in the classroom. Students will review, evaluate and produce educational software including videos, slides, presentations, transparencies, photo essays for use in small group, class, and individual instruction. Emphasis will be placed on integrating instructional software, including compact disks, word processing and multi-media computer programs into the curriculum. There is also a study of innovative programs using technology, such as distance learning and telecommunications, in the classroom. (pre-practicum 25 hrs)

ED520, CLASSROOM MANAGEMENT (3 CR)

The student will be able to identify various theories of classroom management and to develop skills in management of exceptional individuals in various types of learning settings, ranging from the regular class, resource rooms, and institutional settings. The relationship of regular and special needs students will be considered to enhance individual self-esteem.

ED549Z, PRACTICUM SEMINAR (1.5 CR)

A one and one-half credit seminar for student teachers who have not had any previous teaching experience. It is designed as a supportive component of the student teaching experience. The following is a list of possible topics to be covered: licensure application process, credential files, discipline, classroom management, interviewing, and relationships with supervising practitioners. The structure of this course also allows for student generated topics for discussion. One credit of the course (15 hours) will address the Data Analysis competency that is part of the new Professional Standards for Teachers (PSTs). This will be designed to provide students with the essential knowledge of descriptive and inferential statistics in the field of education. It prepares students to be knowledgeable consumers of social research statistics and to do further work in statistics and research. This one credit component is designed to provide a Lab experience for students where they will develop their skills for data interpretation, particularly as it will be applied to work in K-12 schools and is required for all Education majors. This course is taken in conjunction with the student teaching practicum and is required to be considered a program completer. *Prerequisite: Passing score on the content exam of the Massachusetts Test for Educator Licensure (MTEL).*

ED558, LANGUAGE AND LITERACY (3 CR)

This course will emphasize a developmental approach to understanding the continuum of normal language development through literacy. Language processing and language disorders will be discussed in the context of the classroom environment and current trends in education. Emphasis will be placed on participants developing observation skills and teaching methodologies for facilitating language development and literacy.

ED562, DEVELOPING READING SKILLS IN THE CONTENT AREAS (3 CR)

This course is designed to develop skills that will enable classroom content teachers and/or reading specialists to facilitate the student's reading of content material. Significant research will be reviewed and projects developed to provide the teacher/reading specialist with practical applications of the findings. Attention will be given to all areas of the curriculum to be correlated with reading instruction. Content literacy (the ability to use reading, writing, talking, and listening processes to learn subject matter across the curriculum) is the goal.

ED700, HISTORY OF HIGHER EDUCATION (3 CR)

This course will trace the development of postsecondary education and the university from its historical roots to its present trends in America. It will emphasize the tools and processes of history to understand the complex social, economic, political, and cultural patterns and events that have formed what we know as higher education today.

ED701, RESEARCH IN HIGHER EDUCATION (3 CR)

An introduction to educational research methodology, design, and statistics, this course provides an understanding of both quantitative and qualitative research techniques, as well as introducing students to the basics of statistical analysis and their application in the evaluation and completion of the research process.
Minimum Grade Requirement: B or better; if the grade requirement is not met, the student will not be allowed to continue in the program sequence.

ED702, THE COMMUNITY COLLEGE AND HIGHER EDUCATION (3 CR)

This course will examine the emergence of the community college, its traditional purposes, and its roles and functions.

ED703, STUDENT DEVELOPMENT ISSUES (3 CR)

This course will look at the psychology and culture of student populations - traditional and adult; theory, current practice and innovative trends. This course provides an introduction and overview of student development theories and practices in higher education, emphasizing current standards of practice and emerging trends particularly in Christian higher education.

ED704, MANAGEMENT AND GOVERNANCE IN HIGHER EDUCATION (3 CR)

The course will examine governance and management in higher education from historical, theoretical and current perspectives. The course will cover multiple facets of higher education governance and management including structures and systems typical for institutions of higher education, the roles and responsibilities of governing boards, and senior administrators. Issues regarding shared governance, student recruitment, retention, strategic planning, resource allocation and accreditation are addressed.

ED705, HIGHER EDUCATION FINANCE (3 CR)

This course describes the financial and economic issues populating the world in which higher education institutions live. These include an understanding of basic economic and financial factors, while emphasizing budgeting, revenue, and expenditure. The course is both skill- and theory-driven with a pragmatic approach to understanding current and future demands.

ED706, COLLEGE TEACHING AND THE ADULT LEARNER (3 CR)

The focus of this course will be the exploration of the specific issues facing the adult learner in higher education. Emphasis will be placed on the connection between theory and practice in teaching adults and understanding how that relationship can be effectively adapted to college teaching. Students will study the efficacy of alternative teaching methods, as well as develop a personal philosophy of teaching adult learners.

ED707, HIGHER EDUCATION AND THE LAW (3 CR)

This course focuses on legal and policy issues that have a particular impact on higher education. The course will cover several broad areas of higher education law and will approach each issue from multiple perspectives, including the institution, the employee, and the student.

ED708, LEADERSHIP IN HIGHER EDUCATION (3 CR)

This course will trace the development of university and postsecondary leadership from the historical origins to its present challenges. It will emphasize the theory and practice of leadership in understanding the complex social, economic, political, and cultural patterns and events that have formed what we know as higher education leadership today.

ED710, TOPICS IN HIGHER EDUCATION: TECHNOLOGY AND INSTRUCTIONAL DESIGN (3 CR)

This course will focus on the history, theories, and trends of instructional design and technology as related to higher education. By evaluating existing global trends and exploring emerging technologies, students will not only be able to perform the skills related to instructional design and technology, but will also be able to analyze and utilize emerging technologies in order to prepare for the ever-changing nature of the field.

ED720, THESIS AND SEMINAR (6 CR)

This is an independent research course in which students will complete the applied research project with guidance from a thesis advisor. The research will culminate in a substantive paper of publishable quality. Pass/fail grading.
Prerequisite: ED701

ED721, THESIS CONTINUATION (1 CR)

This course is required when the student does not complete the Thesis in the allowed time. After that time a 15-week extension is granted by way of the "Continuation" at a cost of one credit. The continuation may be taken up to 8 times. Pass/fail grading.

Elementary Education Graduate-level Course Descriptions

EL525, ELEMENTARY CURRICULUM AND METHODS I (3 CR)

This course develops competency in instructing the language arts and the humanities (including social studies, expressive arts), general teaching-learning strategies, basic elements in curriculum design, classroom management, mainstreaming, and their application to elementary school children including those with special needs. (pre-practicum 25 hrs.)

EL530, ELEMENTARY CURRICULUM AND METHODS II (3 CR)

This course develops competency in instructing in the natural sciences (including mathematics, science, health), general teaching-learning strategies, basic elements in curriculum design, classroom management, mainstreaming and their application to elementary school children including those with special needs. (pre-practicum 25 hrs.)

EL549, PRACTICUM – ELEMENTARY (11.5 CR)

The student will spend twelve weeks (300 clock hours) in an elementary school setting, grades 1 through 6. The student is expected to demonstrate competence as a teacher of elementary aged children including special needs students within a classroom setting. Supervision will be provided by the cooperating practitioner, college supervisor, and school administrators.

ELL Education Graduate-level Course Descriptions

ES520, ELL CURRICULUM AND METHODS (3 CR)

This course will examine a number of topics that address the learning needs of ELL students. Theoretical issues from various disciplines will be considered as they impact the practical needs and concerns of students and teachers in the authentic settings in which ELL instruction takes place (second language acquisition and the world of English Language Learners). A variety of methods, especially

Sheltered Instruction (SEI), will be studied and analyzed in order that prospective teachers will be able to develop concrete strategies of instruction. The course targets the teaching of ELL in elementary school, middle school and high school. There is a 25 hour pre-practicum requirement for this course.

Management Graduate-level Course Descriptions

MM517, ORGANIZATIONAL THEORY, BEHAVIOR AND CHANGE (3 CR)

This course incorporates the history, development, theory and philosophy of organizations. Concepts of formalization, structure, environment, human resource, goals, power, authority and boundaries - all within a larger system context - will be explored. It systematically examines the variables, both psychological and sociological, which are important in the comprehension of individual motivation, the managing of groups, interpersonal relationships, organizational effectiveness, and change, as well as creativity and leadership within the organization.

MM525, INTRODUCTION TO THE INTEGRATED THESIS: RESEARCH METHODOLOGY, DESIGN & STATISTICS (3 CR)

This course acquaints students with the statistical base necessary to comprehend the meaning of common statistics used in reporting research in professional journals, comprehend the concepts of validity and reliability, and design a research project. The topic for the final integrated project or thesis will be selected and submitted for approval at this time.
Minimum Grade Requirement: B or better; if the grade requirement is not met, the student will not be allowed to continue in the program sequence.

MM530, FINANCIAL ISSUES FOR MANAGERS (3 CR)

This course is designed to give the student a firm understanding of how to interpret financial and accounting data for planning and decision-making purposes. Viewing finance and accounting as an information system for decision-making will form the framework of the course.

MM535, ECONOMIC ISSUES FOR MANAGERS (3 CR)

This course assumes that the impact of economic results and indicators has direct correlation to decisions that managers constantly face. Interpreting this data is essential for future planning and the managing of current operations. A course designed to interpret these issues will greatly improve the decision-making process in management today.

MM540, HUMAN RESOURCE MANAGEMENT SEMINAR (3 CR)

This course acknowledges that today's manager is faced with situations arising from changes in the makeup of today's workforce as well as the many new legal requirements placed on the corporation. This seminar will deal with these issues and their implications for management in an evolving multicultural environment.

MM541, THESIS CHECKPOINT (1 CR)

Students will submit a thesis proposal that has been reviewed and approved by the Thesis Advisor, which will become the first three chapters of the thesis. They will receive additional instruction in navigating the research process, including how to apply for IRB approval. Pass/fail grading.
Prerequisite: MM525

MM545, MANAGEMENT INFORMATION AND DECISION DESIGN (3 CR)

This course deals with the development, use, and management of information technology from a managerial perspective. It emphasizes both the management of information as an important corporate resource and the use of information systems to support organizational activities. The course highlights the interrelationship between the managerial process and information technology.

MM550, FOUNDATIONS OF LEADERSHIP THEORY (3 CR)

This course describes theories of leadership, studies the relationship between leadership style and organizational change, and examines the implementation of a leader's vision. Students will develop the capacity to integrate and synthesize existing leadership theories and formulate new ones; clarify and critique their own perspectives on the functions of leadership; apply leadership theories and lessons to a specific problem or challenge in one's area of interest; and develop essential leadership and administrative skills through study, observation, and application.

MM552, ETHICAL LEADERSHIP (3 CR)

This course explores the issues of ethical and moral development relevant to formulating a personal philosophy of leadership and administration and to developing a continuing renewal of personal and professional growth for oneself and others. Students will analyze their own values and ethics through interactive discussions and projects and will develop an integrative approach to ethics from a leadership perspective, which emphasizes fairness, integrity, honesty, and human dignity.

MM553, LEADERSHIP IN THE GLOBAL MARKETPLACE (3 CR)

This course examines the process of identifying problems and achieving solutions consistent with an organization's vision. During this course, the student uses critical thinking and analytic reasoning to achieve leadership effectiveness in a global market. This course provides a comprehensive approach to long-term program planning and strategic leadership.

MM554, APPLIED LEADERSHIP STRATEGY AND POLICY (3 CR)

This course offers a supervised, advanced study experience in recent developments, issues, and trends in leadership and administration and provides opportunities to pursue, under the direction of an instructor, an area of special leadership interest to the student. This course highlights the role of organizational leadership in integration with all the previous course work. This course will highlight strategic design, organizational leadership strategy, and organizational and public policy.

MM562, MARKETING COMMUNICATIONS (3 CR)

This course examines the numerous methods used to communicate with customers. Communication topics such as public relations, selling, advertising, and promotion will be explored. The design and development of a communication strategy will be analyzed, resulting in the formulation of specific marketing communication programs.

MM565, THESIS SEMINAR (2 CR)

This is an independent research course in which students will complete the applied research project with guidance from a thesis advisor. The research will culminate in a substantive paper of publishable quality. Pass/fail grading.
Prerequisite: MM541

MM721, THESIS CONTINUATION (1 CR)

This course is required when the student does not complete the Thesis in the allowed time. After that time, a 15-week extension is granted by way of the "Continuation" at a cost of one credit. The continuation may be taken up to 8 times. Pass/fail grading.

Middle School Education Graduate-level Course Descriptions

MS520, MIDDLE SCHOOL CURRICULUM & METHODS (3 CR)

Various plans and methods for the motivation and direction of learning in the middle school are emphasized. Opportunity is given to study and apply the particular major content to the classroom.

MS549S, PRACTICUM, SUBJECT AREA - MIDDLE SCHOOL (11.5 CR)

The student will spend at least twelve weeks (300 clock hours) in a middle school setting. Local school districts cooperate in providing experiences in classroom settings in the student's major teaching area. The student is expected to demonstrate competence as a teacher of middle school students. Supervision will be provided by the cooperating practitioner within the school and a college supervisor.

Psychology Graduate-level Course Descriptions

PS510, INTRODUCTION TO PROFESSIONAL COUNSELING (3 CR)

This course introduces students to the roles of professional counselors within the mental health system of our current society. Foundations, contexts, and skills for helping relationships and professional functioning will be identified and reviewed. Emphasis will be placed on assisting the beginning counselor to become committed to the profession and the development of their professional competencies.

PS515, THE FAMILY: DEVELOPMENTAL AND RELATIONAL ISSUES (3 CR)

This course surveys a broad spectrum of information about the family that is pertinent to providing services to families and their members. A family systems perspective will be the primary basis for examining family development theory, a diverse range of family structures, and a variety of issues families and their members encounter. Recent research findings in family studies will be reviewed.

PS521, SEMINAR IN PERSONAL AND PROFESSIONAL DEVELOPMENT (3 CR)

This course emphasizes personal development. In order to be an effective helper, counselors must be committed to their own growth as people. Through reading, self-development projects, and group sharing experiences, the course attempts to promote the following knowledge and skills: self-acceptance in the light of accurate perceptions of one's strengths and weaknesses; an ability to face one's own problems and to deal with them effectively; a willingness and ability to accept and use help from other people; a recognition that each stage of life has crises and developmental tasks to be handled; and the knowledge of how to plan and carry out a self-improvement program.

PS522, LEGAL AND ETHICAL ISSUES IN COUNSELING (3 CR)

This course covers a variety of professional, ethical, and legal issues with which counseling professionals must contend. Students will evaluate and develop beliefs, attitudes, and values which will impact their work with clients and other professionals. They will become familiar with the mechanisms by which the legal system renders all professionals accountable and with specific areas for which the law dictates practice. Information regarding legal and ethical standards for practice will be provided.

PS531, COUNSELING: PHILOSOPHY, THEORY, AND PRACTICE (3 CR)

This course offers the student an opportunity to examine the major theoretical approaches to counseling. There will be inquiry into the key concepts, basic assumptions, goals, evaluations and application of therapeutic techniques and procedures. Students will attempt to relate the counseling theories to personal values and personhood.

PS532, MARITAL PREPARATION, ENRICHMENT, AND THERAPY (3 CR)

This course will review approaches to pre-marital counseling, marital enrichment, and marital therapy. Topics include the assessment of the relationship, growth-producing techniques, and the counselor's / facilitator's role in providing appropriate interventions. Special issues important in marriage, such as sexuality and sex therapy, will be given attention.

PS533, MARRIAGE AND FAMILY THERAPY: HISTORICAL APPROACHES (3 CR)

This course introduces the student to the theoretical basis for the beginning of the marriage and family therapy field and family systems interventions. Contributions from psychiatry, social work, and marriage counseling to the development of the field will be examined. The basic assumptions, key concepts, therapeutic goals and interventions of the early and modernistic approaches (e.g., Satir, Bowen, Structural, Strategic) to marriage and family therapy will be surveyed.

PS534, MARRIAGE AND FAMILY THERAPY: COLLABORATIVE AND INTEGRATIVE APPROACHES (3 CR)

This course introduces the student to the theoretical approaches to marriage and family therapy as a core profession of the mental health services field. The basic assumptions, key concepts, therapeutic goals and interventions that reflect the solution-focused and collaborative approaches to psychotherapy in the post-modern era will be reviewed. Attention will also be given to the approaches that have emerged through the integration of more traditional theories.

PS540, LIFESPAN DEVELOPMENT AND TREATMENT INTERVENTIONS I: CHILDREN AND ADOLESCENTS (3 CR)

This course will focus on the behavioral disorders and psychopathology of the pre-adult individual. Emphasis will be given to understanding the cognitive, moral, emotional, and social development of children and adolescents and planning age-appropriate treatments. Various treatment approaches for children and adolescents (i.e., play therapy, storytelling techniques, art therapy, and behavioral methods) will be presented as a basis for providing services to individuals and families.

PS551, CULTURALLY-SENSITIVE COUNSELING (3 CR)

This course is designed to acquaint the student with the concept of cross-cultural counseling, paradigms concerning various ethnic families, and application of family counseling theories to particular ethnic groups. An additional area of focus is the cross-cultural counseling competency of the student. Current literature related to cross-cultural counseling is explored.

PS561, UNDERSTANDING RESEARCH DESIGN AND STATISTICS (3 CR)

This course uses a case study approach to experimental and quasi-experimental designs focusing on the development of the ability to assess the validity of research findings. Course objectives are: to provide a review of basic descriptive statistical measures and techniques; to provide a survey of major research designs commonly employed in psychology and education; and to foster the development of abilities used to assess the validity of research findings.

PS562, TECHNIQUES FOR PSYCHOLOGICAL AND FAMILY ASSESSMENT (3 CR)

This course acquaints students with the administration and interpretation of assessment techniques and their application to the psychotherapeutic process. Standardized instruments and questionnaires that assess psychological functioning and family dynamics will be reviewed. The review of assessment options will focus on understanding basic statistical and measurement concepts, and selecting appropriate tests for special assessment purposes.

PS571, PSYCHOPATHOLOGY AND PHARMACOLOGY: TREATMENTS FOR ADULTS (3 CR)

Clinical theories and the results of research on psychopathology are explored in this course. Methods for making a differential diagnosis and establishing an appropriate treatment plan are examined. Basic information about psychotropic medications and their physiological effects is reviewed and applied to specific disorders.

PS572, RELIGIOUS AND SPIRITUAL ISSUES IN COUNSELING (3 CR)

This course is designed to acquaint the student with a broad range of issues in the literature on religious and spiritual aspects of counseling. One's own beliefs and values will be examined in light of religious

worldviews and psychological practices. Strategies will be presented for assessing and utilizing the religious/spiritual systems of clients.

PS586, ADDICTIONS AND SUBSTANCE ABUSE COUNSELING (3 CR)

This course deals with systems theory explanations of substance abuse and reviews individual, group, and family approaches to therapy.

PS588, LIFESPAN DEVELOPMENT AND TREATMENT INTERVENTIONS II: ADULTS (3 CR)

This course is designed to promote a more comprehensive understanding of how gender impacts life issues for men and women. Understanding the life span development through the adult years for both men and women, the role of gender stereotypes, social roles, and the impact of changes in society, family and work will be emphasized. Specific issues such as sexual abuse, violence, eating disorders, biological concerns, and identity issues will be addressed to provide a more comprehensive base for therapeutic work with the different genders.

PS595, GROUP COUNSELING (3 CR)

This course will provide students with several theoretical perspectives for functioning as group counselors. Emphasis will be on understanding the group process, applying strategies and skills with groups, and handling special needs and critical events of groups. Student participation will be important for simulating a group atmosphere for practice and application of course content.

PS600, PRACTICUM AND INTERNSHIP: CLINICAL EXPERIENCE AND SUPERVISION (12 CR)

This 12-month course introduces the student to the activities of a professional counselor in the workplace, provides the student with the opportunity to perform the types of activities typical of a professional counselor, and integrates classroom instruction with the field experience. The practicum component must include a minimum of 100 clock hours, of which 40 hours must be direct client contact, 10 hours must be individual supervision, and 15 hours must be group supervision. The internship portion of the placement experience requires 600 clock hours, of which 260 hours must be direct client contact, 15 hours must be individual supervision, and 30 hours must be group supervision. All supervision must be provided by an approved supervisor and intern students will meet with the course instructor on a regular basis to discuss assigned readings and their clinical experiences. Students must complete a total of 700 hours including 300 direct service hours.

Reading Education Graduate-level Course Descriptions

RE541, PRINCIPLES OF TEACHING AND CHILDREN'S LITERATURE (3 CR)

Literature based instruction is the primary focus of this course. The developmental stages of reading will be explored with emphasis on phonemic awareness, phonics, and knowledge of word analysis skills. Practical strategies to facilitate student comprehension and the development of fluent readers and writers will be closely examined. Students will evaluate current methodologies and techniques. We will attempt to gain a broad knowledge base, assess existing programs, demonstrate knowledge of assessment principles, and develop meaningful instructional strategies.

RE542, INTEGRATION OF READING AND WRITING (3 CR)

This course will examine the link between reading and writing. Effective instructional models will be studied that connect the reading and writing process. Emphasis will be placed on literacy development, reading and writing workshops, assessment, strategies that enhance the reading and writing process, as well as aspects of cultural diversity. Students will be expected to synthesize material and apply the course content to their professional setting.
Prerequisite: RE541

RE544, ASSESSMENT IN READING (3 CR)

The focus of this course will be the basic principles of assessment for individuals who have been referred for assessment in reading. Students will learn to evaluate the effectiveness of assessment procedures, administer and score tests, and to read with understanding educational and psychological reports. Actual involvement with school children will be required.

RE545, ADMINISTRATION OF SCHOOL READING PROGRAMS (3 CR)

This course focuses on connecting principles of administration and school developmental and remedial reading programs. The organization, implementation, assessment and administration of district-wide and classroom programs will be discussed. Attention will be given to principles and strategies that have been successfully field-tested.
Prerequisite: RE541

RE549, READING - PRACTICUM (12 CR)

This field-based 300 hour practicum involves working in a school setting in the role of a teacher of reading as well as administrative work in the reading area. The practicum experience will consist of 150 hours each at the elementary and secondary level. Candidates work under the joint supervision of a cooperating practitioner and a college supervisor. A proposal must be submitted to and approved by the college reading advisor by the time of practicum convocation.

RE550, TECHNIQUES & TREATMENT OF READING DIFFICULTIES (3 CR)

In this course students will analyze reading disabilities and use assessment instruments for interpreting and recommending appropriate modifications and/or improvements to the reading curriculum. Appropriate methods, materials and techniques used for teaching students with reading needs will be explored and designed.

RE560, ADVANCED CHILD/ADOLESCENT LITERATURE (3 CR)

This course is a research based study of the critical theories and practices inherent in literature for children and adolescents. The literature is explored by genre as a field of literary study. Participants will focus on the level most appropriate to their interest. This is a practical, hands-on study of literature which will yield valuable materials to be used in the classroom.

Secondary Education Graduate-level Course Descriptions

SE520, SECONDARY EDUCATION CURRICULUM AND METHODS (3 CR)

Various plans and methods for the motivation and direction of learning in the secondary school are emphasized. Opportunity is given to study and apply the particular major content to the classroom.

SE549, SECONDARY EDUCATION – PRACTICUM (11.5 CR)

The student will spend at least twelve weeks (300 clock hours) in a secondary school setting. Local school districts cooperate in providing experiences in classroom settings in the student's major teaching area. The student is expected to demonstrate competence as a teacher of secondary students. Supervision will be provided by the cooperating practitioner, the college supervisor, and school district administrators.

Special Education Graduate-level Course Descriptions

SN505, HUMAN EXCEPTIONALITIES (3 CR)

This is an introductory course designed to explore the wide variety of handicapping conditions and current legislation regarding evaluation and program planning for individuals with handicaps. Attention

will be given to discussion of program options and special methodologies enabling handicapped individuals to achieve maximum potential. (pre-practicum 25 hrs.)

SN525, SPECIAL NEEDS CURRICULUM AND METHODS I (3 CR)

This course will focus on various methodologies in teaching all types of moderate special needs students. Students will examine language arts and the humanities (including social sciences and the arts) with an emphasis on matching the teaching style of the teacher to the learning styles of the student. An emphasis on corrective, functional techniques and the development of appropriate materials will be included. (pre-practicum 25 hrs.)

SN530, CURRICULUM AND METHODS ELEMENTARY SN II (3 CR)

This course will focus on the various methodologies in teaching moderate special needs students in the natural sciences (including mathematics, sciences, health) in the elementary setting. Emphasis will include remediation techniques which can be varied to meet differing learning styles using a variety of teaching styles. Techniques of evaluating teaching and instructional materials with diverse populations will be included. (pre-practicum 25 hrs.)

SN535, CURRICULUM AND METHODS SECONDARY SN II (3 CR)

The focus of this course is on the various methodologies in teaching moderate special needs students in the natural sciences (including mathematics, science, health) in the secondary setting. Emphasis will include techniques which can be varied to meet differing learning styles and application of knowledge to real life situations in becoming a positive functioning member of society. Techniques of evaluating teaching and instructional materials with diverse populations will be included. (pre-practicum 25 hrs.)

SN540, EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT (3 CR)

The focus of this course will be the basic principles of assessment for individuals who have been referred or are being serviced as handicapped individuals. Students will have opportunities to study and apply psychometric and ethnographic procedures. Students will learn to evaluate the effectiveness of assessment procedures, administer and score tests, and to read with understanding educational and psychological reports. Actual involvement with handicapped individuals will be required.

SN549E, PRACTICUM - SPECIAL NEEDS (PRE-K-8) (11.5 CR)

The student will spend at least 12 weeks (300 clock hours) in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities. Local school districts cooperate by providing experiences in resource rooms and other special facilities. The student is expected to demonstrate competence as a teacher of students identified as having moderate disabilities. Supervision will be provided by the cooperating practitioner, the college supervisor, and school district administrators.

SN549S, PRACTICUM - SPECIAL NEEDS (5-12) (11.5 CR)

The student will spend at least 12 weeks (300 clock hours) in an inclusive general education setting or 150 hours in an inclusive general education setting and 150 hours in a separate or substantially separate setting for students with moderate disabilities. Local school districts cooperate by providing experiences in resource rooms and other special facilities. The student is expected to demonstrate competence as a teacher of students identified as having moderate special needs. Supervision will be provided by the cooperating practitioner, the college supervisor, and school district administrators.

XI. INDEX

       ADULT & GRADUATE STUDIES